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THE TEACHING CONSULTATION PROCESS:  
A STUDY OF PERSONAL AND PROFESSIONAL  
DEVELOPMENT IN FACULTY

A Dissertation Presented

By

MARY DEANE GRIFFIN SORCINELLI

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
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Education

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## ABSTRACT

### The Teaching Consultation Process: A Study of Personal and Professional Development in Faculty

( February, 1978 )

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As a basis for a study of the effect of a personal growth component in a college teaching improvement process, this study asked two primary questions: (1) Does the teaching consultation process promote personal, affective growth in faculty as well as change in teaching skills?; and (2) To what degree and in what ways do faculty experience personal growth as a result of the process?

This exploratory study involved two groups drawn from the full-time faculty on an Indiana University regional campus: seven experimental and seven control subjects. The experimental subjects volunteered to participate in the full teaching consultation process during spring semester, 1977, while the control group received no treatment.

The variable of personal growth was measured by the Personal Orientation Inventory (POI), which was completed, pretest and posttest by both groups. In addition, effectiveness

of the teaching consultation process for increasing both personal and professional growth was measured for the experimental group by a student questionnaire (post-TABS), a faculty self-report questionnaire and an in-depth personal interview.

At the completion of the teaching consultation process the variety of data sources were analyzed and presented under the three major trends that emerged from the study. As a result of involvement in the teaching consultation process the experimental subjects experienced: (1) changes in perception and awareness of self as teacher; (2) changes in perceptions of students; and (3) changes in teaching skills and behaviors.

Results evidenced three interrelated conclusions. First, the experimental subjects appeared to achieve a more positive view of themselves, to accept their strengths and weaknesses and to move toward further change and self-growth in and outside of their teaching lives. In addition, the subjects appeared to have an increased awareness of and improved interpersonal functioning with the students they taught. Finally, improvement in teaching skills related to student participation, organization, clarity and evaluation were reported by both the subjects and their students.

The combined results of this exploratory study demonstrate the impact of an affectively-based teaching consultation process on both increased awareness of self and

students and improved teaching skills. The process appears to interrelate the personal and professional growth of faculty in that it provides training for the faculty member in improving classroom performance as well as allowing for examination of the personal philosophies, attitudes, values and concerns that directly influence his professional life.

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To understand life is to understand  
ourselves and that is both the  
beginning and end of education.

J. Krishnamurti

## C H A P T E R I

### INTRODUCTION

#### Background of the Study

The term "Faculty Development" is defined in Gaff's (1975) Toward Faculty Renewal as "enhancing the talents, expanding the interests, improving the competence and otherwise facilitating the professional and personal growth of faculty, particularly in their role as instructor" (p. 8). Indeed, faculty development programs have assumed a new definition in the 1970's and have shifted from traditional professional renewal practices such as allowing faculty exchanges, teaching load reductions, sabbaticals, research and travel grants, to focusing on the individual faculty member and the issues that confront him as teacher.

Increased interest in the faculty member as instructor reflects dramatic changes in the shape of higher education in recent years. Faced with decreased funding and increased demands for accountability by disgruntled parents, state and federal legislatures as well as by an older and more diverse student population, colleges and universities have been forced to focus on improving the quality of teaching

and learning. One result has been an upsurge of instructional improvement centers or programs on campuses. Centra (1976) identified over 1000 institutions that responded to the concern for and criticisms of college instruction and that developed "an organized program or set of practices for faculty development and improving instruction" (p. 7). Although program titles and approaches vary widely from one institution to another, their activities are generally organized under the rubrics of organizational development, instructional development and personal development (Bergquist & Phillips, 1975; Gaff, 1975).

The component most often addressed in faculty development is that of instructional development. Activities which are part of instructional development programs include instructional evaluations; instructional diagnosis; microteaching; educational technology and methodology; and curriculum development. In an extensive national survey of institutions, Centra (1976) concluded: "The majority of programs and practices that have been devised attempt to help faculty members grow in teaching effectiveness by sharpening their teaching skills and knowledge" (p. 1).

This attempt to assist faculty members in improving the quality of classroom teaching led to the initiation of a project on the University of Massachusetts Amherst campus in 1971 entitled, The Clinic To Improve University Teaching. The Clinic's purpose was to offer faculty members

an opportunity to work on a confidential, voluntary and individualized basis with a trained teaching improvement specialist (generally an advanced graduate student) in an effort to assess and improve specific teaching skills and behaviors. In this "teaching improvement process" in which information was collected through observation, audio and video tape and student evaluation, primary attention focused on improving instructional methods and techniques. The Clinic's attempt to facilitate the professional growth of faculty members met with encouraging results at the University of Massachusetts and campuses across the United States and abroad. An evaluation study by Erickson and Sheehan (1976) indicated that faculty members who had undertaken the Clinic's full teaching improvement process felt it helped them improve their teaching, found it worth their time and effort, and would recommend it to their colleagues.

A less frequently addressed component in faculty development programs, indeed in all of higher education, is that of personal development for faculty members. Centra (1976) noted that although personal development is a widely discussed aspect of faculty development, considerably less than one-half of the 1044 institutions responding to his study provided activities for faculty members which served to foster personal growth in their teaching lives. The neglect accorded the affective growth of the college teacher is not surprising in an academic culture which has long

revered and almost exclusively focused on cognition, intellect, knowledge and reason. Nor is it entirely unexpected that in faculty development programs knowledge of teaching skills is often emphasized at the expense or exclusion of increased personal knowledge and growth on the part of faculty. It is as though the capacity of each faculty member to feel as well as to reason is either conveniently ignored or simply forgotten in the world of academia.

One's teaching life, however, cannot be neatly compartmentalized in terms of cognition or affect. A leading spokesman in the field of higher education proposes that:

Teaching makes demands on the whole personality of the instructor. Although changing teaching styles and procedures does not require a reorientation of an individual's personality, programs that seek to improve instruction will have more impact if they emphasize a wide range of attitudes, values, skills and sensitivities concerning teaching and learning than if they focus on a narrow concern, for instance, on classroom techniques (Gaff, 1975, p. 17).

If teaching makes demands on the whole self, then instructional improvement programs must allow for affective and personal growth as well as changes in cognition and knowledge of teaching skills.

While a staff member in the Clinic To Improve University Teaching and while subsequently using the model for a Teaching Effectiveness Program on an Indiana University

regional campus, this researcher became aware of an imbalance in the process. This researcher accepted the fact that skills and competencies are necessary in the teaching and learning process. Yet improved teaching effectiveness was viewed as more than a mechanical matter of imparting knowledge about methods and techniques. The added dimension of the person who is the teacher demands a clear focus as an essential and integral part of the total change process. A more durable change results from a synthesis between the faculty member's awareness of self and his skills in teaching methods and techniques. To allow for maximum effectiveness of the teaching improvement process then, it seemed necessary to broaden the scope of the Clinic process so that both the personal and professional development of faculty members could be addressed and integrated. The purpose of this study was to explore affective as well as cognitive growth and change in faculty members' teaching lives as a result of a teaching improvement process.

### Purpose of the Study

This study was undertaken in order to assess the effects of introducing a personal development component into an already established and documented process - the Clinic's teaching improvement process. The adapted process is referred to in this study as the "teaching consultation



process". The awareness and development of the person in the role of teacher as well as specific teaching skills were considered important and were focused on in this process.

In designing the study at hand the researcher sought to answer two primary questions: (1) Does the teaching consultation process promote personal, affective growth of instructors as well as change in teaching skills? and (2) To what degree and in what ways do instructors experience personal growth in their teaching lives as a result of this process? These and other related questions were explored through a human relations instrument, Personal Orientation Inventory (Shostrom, 1966); a student questionnaire, Teaching Analysis By Students (CTIUT, 1974); a self-report questionnaire and a semi-structured personal interview. Subjects for the study were fourteen full-time faculty on an Indiana University regional campus.

Developing and evaluating the inclusion of a personal component in the teaching improvement process is significant to the field of faculty development in higher education for a number of reasons. First, there has been a vocal call for personal growth components in faculty development programs. As Gaff (1975) cautions, "For significant and lasting change to occur in a teacher, his emotions and affections must be engaged as well as his ideas and cognitions" (p. 17). Despite such exhortations, studies such as Centra's

(1976) show that only cursory attention has been paid to personal development, leaving it the most poorly developed, researched and least implemented of all the components in faculty development programs. This exploratory study not only responds to a stated need but also offers concrete suggestions for the development of a viable personal growth component within an existing teaching improvement process.

Additionally, the Clinic To Improve University Teaching has spent considerable time observing, documenting and evaluating changes in teaching skills and behaviors. No attempt has been made, however, to systematically observe or document affective growth or change in faculty members. It was felt that documenting personal as well as cognitive changes would lead to suggestions for improving the Clinic's process as well as for designing future development programs based on the Clinic's model.

In faculty development programs, instructional development is most often promoted at the exclusion of personal development. Given that this researcher believes that the "self" of the instructor is as significant a factor in the teaching and learning process as any method or technique, it is proposed that to focus solely on technical and cognitive aspects of teaching is to fragment, narrow and limit the perspectives and successes of teaching improvement programs. This study emphasizes a broader and further reaching goal of faculty development: the necessity of an

interrelationship between the professional and personal development of faculty members. The blending of both components in one process represents a unique venture in the field.

### Definition of Terms

For the purpose of clarification, six key terms in this study need to be defined: affective or personal growth, self-actualization, teaching improvement process, teaching consultation process, teaching improvement specialist and teaching consultant.

The terms "affective growth" and "personal growth" are used interchangeably throughout the study. There are a number of interpretations of the term and concept "affective." As Brown (1975) explains in "Training of Teachers For Affective Roles":

Sometimes affective is broadly conceived as in the literature on attitudes, especially related to positive and negative feelings for social and psychological objects. Variables such as beliefs, interests, feelings, appreciations, values, motivations, self-concept, attitudes, adjustment and moral commitments may be included under the umbrella of the affective domain (p. 173).

In the field of Education, the term has been used in connection with a number of major constructs which include humanistic education, psychological education, affective education, confluent education and self-science education (Alschuler, 1973; Brown, 1971; Rogers, 1969; Weinstein, 1971; Weinstein & Fantini, 1971).



For the purpose of this investigation, however, a broadly inclusive definition proves confusing; for measurement purposes it is necessary to limit the scope of the concept. Therefore, this study adheres to the definition of affective, personal growth as delineated by Patterson (1973) in Humanistic Education. That is:

Affective growth is concerned with the development of self-awareness. This development requires first that the individual be permitted and be able to express and disclose himself, so that he can perceive and see himself as he is. This requires that he feel free to be himself, to be open and honest, in his expression of himself. Second, the individual must be able to explore, look at and evaluate himself. Part of this process includes feedback from others on how he is perceived by them. These two processes lead to self-awareness, to the development of a self-concept realistic because the individual's perceptions of himself are not greatly inconsistent with the perceptions of others. Finally, if or where the self-concept is inconsistent with what one wants to be, with one's self-ideal, the individual can attempt to change himself, to become more of what he wants to be or is capable of being, to develop a positive self-concept (p. 162).

In the context of this study, one measure of personal growth is the Personal Orientation Inventory which measures degrees of "self-actualization." Maslow (1968) has been the chief proponent of this term. He writes, "Self-actualization or health must ultimately be defined as the coming to pass of the fullest humanness." In an earlier work, Maslow (1954) offered this description:

Self actualization may be loosely described as the full use and exploitation of talents, capabilities, potentialities, etc. Such people seem to be fulfilling themselves and to be doing the best that they are capable of doing.... They are people who

have developed or are developing to the full stature of which they are capable (p. 23).

The "teaching improvement process", as described earlier, is the process developed at the University of Massachusetts, Amherst, which enables faculty to work on a voluntary, confidential and individualized basis with a teaching improvement specialist in an effort to improve their teaching. Through the collection of data from a variety of sources, instructors receive information on their teaching skills and behaviors. The specific skills and behaviors outlined in Appendix A are designated by the Clinic as the foci for the analysis and improvement of teaching effectiveness. After deciding which teaching strengths to develop or which problems to attack, the teaching improvement specialist and faculty member devise and implement improvement strategies. A complete overview of the teaching improvement process can be found in Appendix B.

The "teaching improvement specialist", generally an advanced graduate student, facilitates the teaching improvement process. The teaching improvement specialist is trained to use classroom observation, videotape, student and faculty questionnaires as data collection instruments. He provides the faculty member with feedback on his teaching methods and skills, assists him in improvement activities, collects data and assesses improvement efforts.

The "teaching consultation process" represents the researcher's adaptation of the Clinic's process and forms the basis for this study. Discussion of the teaching consultation model, its theoretical orientation, approach and specific activities will be delineated in chapter three of this dissertation.

The "teaching consultant" facilitates the teaching consultation process. The role of the teaching consultant and its similarities to and differences from the teaching improvement specialist are also discussed in chapter three of this dissertation.

### Overview of the Study

In the present study, the researcher sought to determine whether the teaching consultation process promoted affective growth in instructors; and, the degree to and ways in which instructors experienced personal growth in their teaching lives as a result of the process.

The study involved: (1) designing personal growth activities which were incorporated into the teaching improvement process as developed by the Clinic To Improve University Teaching, University of Massachusetts, Amherst; and (2) testing and evaluating the effects of this researcher's adapted process--the teaching consultation process. Data collection included administering the Personal Orientation Inventory, student and faculty questionnaires, and performing

semi-structured personal interviews. Activities and evaluation instruments were piloted on a sample of twelve Indiana University faculty previously involved in the process, and these pilot studies are reviewed in chapter three.

Since this was an exploratory study which demanded a great deal of time with each subject and with subsequent analyses, the sample size was kept to a minimum of fourteen: seven experimental subjects and seven control subjects, all full-time faculty on a regional campus at Indiana University. The criteria for this decision will be discussed further in chapter four of the dissertation.

Findings from a sample of fourteen faculty provide only estimates of the range of possible responses and reactions of faculty concerning the inclusion of personal growth activities in a teaching improvement process. By restricting the study to a limited group of faculty on one campus, the generalizability of this study is also somewhat limited. Finally, this study is subject to the research limitations of all investigations conducted in the affective domain. Such research is still in its infancy and appropriate instruments to measure affective behavior and change are yet being developed. The present findings are interpreted in light of these limitations.

What can be known? The unknown.  
My true self runs toward a hill.  
More! O more! Visible.  
Theodore Roethke

## C H A P T E R   I I

### REVIEW OF THE LITERATURE

Personal development is a relatively new concept in faculty development. Information on research, literature, programs and activities in this area remains fragmented and scattered among the increasingly proliferating writings in the general field. In an attempt to synthesize the variety of sources, this chapter looks at information about personal development in the field of faculty development from several perspectives. The chapter first reviews the research data on personal growth as related to college and university faculty. After the research status of the field is discussed, an overview of non-empirical faculty development literature is presented. This overview is based largely on the work of Bergquist and Phillips (1975), Gaff (1975), and Sanford (1971), focusing particularly on the personal growth components in faculty development programs as suggested or implemented by these spokesmen. Following a discussion on the rationale for and benefits of a personal growth focus in faculty development, the chapter concludes with a discussion of the evolution of this exploratory study.



For nearly three thousand years, the dictum "Know Thyself" has been a precept in western academia. Unfortunately, throughout those long years, institutions of higher learning have virtually ignored the principle, potentially allowing for centuries of "unexamined lives" which Socrates would have judged, by implication, as unlived. Academic culture is only beginning to recognize that research on the subject of teachers and teaching must examine affective (values, attitudes, self-knowledge, personal growth) as well as cognitive components. As Brown (1975) observed:

...the subjects of the affective domain in the training of teachers and affective components in learning or teaching have until recently been seriously neglected, even after the publication in 1964 of The Taxonomy of Educational Objectives, Handbook II: Affective Domain which itself came eight years after the publication of Handbook I on the cognitive domain (p. 173).

Significantly, Brown in the "Training of Teachers For Affective Roles" limited his remarks to the plight in elementary and secondary education. Neglected as those areas of education are, the dearth of research and writing about affective components of teaching in higher education is even more noticeable.

Sanford (1971) noted that the research and literature on teacher training or improvement efforts in colleges have been directed toward superficial aspects of "how to do it" rather than to the really important matters of values, attitudes, and the ways faculty perceive their roles as

teachers. He observed that in Gage's (1963) comprehensive Handbook Of Research On Teaching there was an authoritative chapter entitled "Research on Teaching at the College and University Level" by William McKeachie, but although "...the author includes a section on attitudes, values, personal satisfactions in teaching, he is forced to write on the basis of his impressions; he can cite no research on this topic, whereas his bibliography for the chapter as a whole is massive" (p. 357).

This investigator's review of literature and bibliographies on college teaching served to reinforce Sanford's observations. Most bibliographies and indexes ("Annotated Bibliography," 1975; Neff, 1976; Webber, 1976) delineated works under "how to" topics such as "Teaching Strategies," "Instructional Design and Objectives," "Evaluation of College Teaching" and "Testing and Grading." In all fairness to college teaching researchers, McGaghie (1973) did compile a rather comprehensive bibliography on college teaching and after an extensive catalogue of books and articles under topics such as those sampled above, he concluded the work with a final section entitled "Other Resources." Here he listed works of Humanistic psychologists such as Abraham Maslow (1962) and Carl Rogers (1969) and included Humanistic education classics like Brown's (1971) Human Teaching For Human Learning, Postman and Weingartner's (1969) Teaching as a Subversive Activity and Weinstein

and Fantini's (1970) Toward Humanistic Education: A Curriculum of Affect. This represents a beginning. None the less, most of the texts referred to were written with the primary and secondary school teacher in mind. Although perhaps much of the material is transferable, as of yet it has not been specifically translated for or attuned to the unique needs and attitudes of the college professor. Additionally, the majority of the publications listed were based on theory and general or personal observations rather than on experimental or research data.

It appears, then, that the lack of literature and research on personal development of faculty caused McKeachie to relegate discussion of faculty attitudes, beliefs and values to the last page of the chapter. There he could only muse about what faculty member's perceptions of their roles as teachers were, what the personal satisfactions in teaching were, and was forced to vaguely conclude that, "as additional information from research accumulates, as better conceptualizations emerge, he (faculty) should be able to do an even better job (of teaching)" (p. 1164).

In the year 1973, the Second Handbook of Research on Teaching (Travers, 1973) was published and it was obvious that "better conceptualizations" of the interrelationship between the personal and professional aspects of faculty members' lives had not emerged from a decade more of



research. In their chapter on college teaching, "Research on Teaching in Higher Education," Trent and Cohen (1973) noted that many of the qualities or characteristics which students perceive as comprising effective teaching require affective skills and behaviors on the part of faculty (e.g., personal rapport, warmth, interpersonal relationships with individuals and the class as a whole). While acknowledging that the teacher's personal values, attitudes and conceptualization of his teaching role seemed significant to student learning, the authors also added that, "Little has been determined regarding faculty members' personal characteristics and the impact and meaning of these for their teaching" (p. 1055). They expressed the need for more comprehensive research in this area by concluding that:

Much more needs to be discovered about how teachers' personal traits influence their choice of methods and students' satisfactions and success in learning. To the extent that faculties do influence student development and aspirations, this almost neglected area of research is essential to an understanding of college interactions (p. 1005).

Most recently, the emergence of faculty development programs has prompted spokesmen in the field to reevaluate the state of research on personal growth for faculty members. The neglect accorded the affective role of the teacher is still found to be pervasive. In commenting on the lack of a body of knowledge on affective aspects of professors and

their teaching lives Wilson and Gaff (1975) reiterate the concerns of preceding researchers:

Reliable information about faculty members' activities, attitudes and values is suprisingly limited. Relatively few empirical studies of faculty have been conducted. Of the studies that have been made, only a few have obtained data directly from faculty members themselves and only a handful have included more than one institution (p. 4).

In summary, although publications relating to college and university faculty are plentiful, researchers agree that nearly all are focused on general observations of the professorate and their academic backgrounds and status rather than survey or experimental data on faculty attitudes, satisfactions, beliefs and values (Eckert & Neale, 1965; Freedman & Sanford, 1973; Wilson & Gaff, 1975). A review of research on faculty members personal, affective growth suggests a continuing and critical need for study of the person who is the teacher in terms of his needs, assumptions, values and beliefs.

#### Personal Development in Faculty Development Literature

Although research studies on affective aspects of the faculty member in higher education are virtually nonexistent, in the past several years the personal growth issue in faculty development literature has visibly emerged. While it offers only limited program models and concrete strategies for affective change, the literature does acknowledge a need for more emphasis on the individual

who is the teacher. In this section nonempirical literature is reviewed, with a particular focus on practitioners in the field who have suggested or developed specific personal growth models or programs.

Spokesmen in the field have called for a closer examination of the interrelationship between the personal and professional aspects of faculty members' lives:

Bergquist and Phillips, 1975: A comprehensive program of faculty development is consequently one which provides training for faculty in improved classroom performance, which assists the faculty member in developing a supportive environment within his academic institution and which allows him to examine and reflect on his own personal values, philosophies and attitudes as they influence his professional life (p. 6).

Freedman and Sanford, 1973: Academic institutions must be as concerned with the development of their faculty as with the development of their students and must provide educational opportunities for faculty to understand themselves better.... Heightened understanding of themselves and their social and organizational situation will enable faculty to assume their rightful place as educational leaders on their own campuses, as well as on the national scene (p. ix).

Gaff, 1975: Change and improvement in teaching will occur if faculty undergo personal and affective changes as well as changes in cognition and skill (p. 37).

Mathis, 1976: The basic reason for examining teaching and learning will be lost if we fail to see the hidden challenges in faculty development. These hidden challenges have to do with relating the external dimensions of instructional development programs to the basic human needs, which we all have, to know who we are and where we are going in our lives. That part of the self which we call "faculty member" must have some relationship to the greater part of self we call "person" (p. 16).

One of the first to experiment with personal development in colleges and universities was Nevitt Sanford, Director of the Wright Institute in Berkeley. In "Academic Culture and the Teacher's Development" Sanford (1971) described a technique called the "faculty interview" which he developed and tested. Sanford and his associates conducted over 300 interviews with faculty from a variety of colleges and universities. The interview format, which provided for discussion of personal and academic histories, attitudes toward teaching, students, discipline and institution, afforded the faculty member an opportunity to explore the assumptions, philosophies, attitudes and values that structure his teaching life. The interviews were in-depth, systematic, individualized and guided by a comprehensive interview schedule. On the average, each interview lasted three hours.

Sanford saw the interview as an experience which allowed faculty to expand their consciousness and felt the primary goal of the interview was "the achievement of greater awareness on the part of the professors of themselves and what they do--of their philosophies, objectives and styles of teaching" (p. 367). Sanford stated that like many humanistic psychologists, he believed that increased self-awareness would lead to more awareness and understanding of others, particularly students:



Increased awareness on the part of the professor leads to his seeing his students in a new light; the more familiar he is with his own feelings--his anxieties and misgivings as well as his satisfactions--the greater his ability to understand what students are thinking and feeling; and the greater the latter, the more conscious of his classroom behavior and the more able to evaluate his work will he be (p. 367).

From faculty responses to the interviews Sanford concluded that almost without exception those interviewed said they enjoyed the experience and benefited from it. Faculty felt they particularly benefited in the following ways:

...they were given a chance to reflect on important matters that had been little in their attention, they did a certain amount of personal stock-taking, they discovered--often with considerable relief--that it was possible to talk about troublesome and revealing aspects of their experiences with students; in short, a process leading to greater self-awareness was set in motion (p. 368).

Expanding on Sanford's inclusion of personal growth in professional development, Bergquist and Phillips (1975) published a Handbook For Faculty Development which called for a comprehensive approach to faculty development and included an entire chapter on personal development. Observing that primary attention is usually given to the process of instruction, the authors argued that, while instructional issues were vital:

In designing a faculty development program one must be fully aware of the spin-off effects from a successful program, which, by definition, changes people. All too frequently, we compartmentalize our image of change and neglect the

fact that when we change the professional performance of an individual we have usually touched his family life, his relationship with his colleagues and students, and perhaps even his life goals (p. 199).

To help the faculty member explore the relationship between his personal and professional life the authors suggested, under the rubric of "Personal Development," strategies such as discussions about teaching, teacher support groups, personal growth contracts, life planning workshops, interpersonal skills training and counseling services. These components were designed to help the faculty member reflect on his personal values, assumptions, competencies and limitations and to consider the implications and consequences those have for his teaching. The authors further cautioned that "unless detailed and systematic attention is given by the faculty member to his methods, goals, values, attitudes and constraints, little or no change will occur in the kind of teaching and learning actually taking place within our colleges and universities" (p. viii).

Finally, in Toward Faculty Renewal, which looked critically at emerging faculty development centers and programs and offered a comparative analysis of their focus and impact, Gaff (1975) discussed the place of personal development in the whelter of new programs. He stated that the new approach to professional development must assume that:

An individual's professional work is intimately connected with his personal life; the quality of his work may be affected for good or ill by

events in his family, his health, his personal habits. An instructional improvement program may require efforts to promote the personal growth of individuals as well as their professional development (p. 7).

Although Gaff did not elaborate on how one might begin to promote and implement personal growth as part of professional development, he did suggest the use of personal growth components such as task-oriented sensitivity workshops, faculty interviews and simulations and games as means by which the faculty member could reflect on and express feelings about himself as teacher.

That there is a paucity of literature, research and program models which focus on affective development of college teachers is evident from this review of the state of the art. The lack of information seems to reflect a basic assumption in higher education: the belief that the faculty member operates or should operate in the realm of intellect and cognition rather than emotion and affect. Yet, it seems that this assumption cannot withstand the recent surge of "third force" or humanistic psychology literature and studies, which suggest that the affective component is an essential and integral part of the teaching and learning process. As one humanistic educator asserts:

The psychology appropriate to teaching must be broader. It must focus on those characteristics and behaviors of teachers which are more important in the teaching-learning relationship, upon those conditions of learning which studies have

shown more important than subject matter knowledge, methods or techniques. It is the person of the teacher which is the most important factor in teaching and learning. It is therefore apparent that teacher education should focus upon the development of the person of the teacher (Patterson, 1973, p. 212).

There remains, then, a visible need for further exploration of affective education theory and teacher training programs in order to assess their applicability and transferability to faculty in higher education.

### Rationale for Personal Development in Faculty Development

There has been a recent recognition of and call for personal growth components in faculty development programs. Consequently, it seems imperative to: first, explore the reasons why personal development is critical to effective instruction--why the focus on instructional methods are not sufficient in themselves; and secondly, to discuss the possible advantages and benefits of increased awareness of one's teaching self.

One critical issue in the facilitation of growth in university and college professors is the relationship between the personal and professional self and at what depth one must explore each in order to allow for significant and lasting changes. Increasingly, it seems that teaching improvement programs which focus on the acquisition of new methods, specific instructional skills and classroom behaviors operate only on a surface level, ignoring other



factors crucial to improving instruction (e.g., those values, feelings and beliefs which underlie the choice of present methods and determine the extent to which a faculty member uses or continues to use particular teaching skills and methods). Marvin Ack (1973) touched on one reason that traditional learning styles among college faculty have remained unchanged for years when he wrote:

The psychological resistances to change were totally ignored. Teaching methods were discussed as though they were exclusively a cognitive function. To over simplify, all one had to do was to tell somebody 'the truth or give them the word' and their behavior would change. My position, on the other hand, is that teaching--like all significant behavior--is a reflection of intimate aspects of the personality (pp. 6-7).

Indeed, teaching is an activity which is intimately connected to and an expression of the personal self. Like people in any profession, teachers' actions are expressions which emerge from the pattern of their own personal development. The faculty member's teaching styles (e.g., lecture, inquiry, small group), functioning in the classroom and interactions with students are not simply something carried over from graduate school or detached manifestations of a teacher's role. They are also related to and emerge from the individual's personal needs, his ability to relate to others and are expressions of each professor's unique personality. Teaching is thus a highly personal activity because it brings into action parts of the self that connect to the whole person.

The relationship between one's self and one's teaching is reinforced by studies on teaching effectiveness. Combs (1974) and his associates found that effective teachers differ from ineffective teachers in their feelings, attitudes and beliefs about themselves and others. First, the studies found that good teachers perceived themselves differently than poor teachers. "Compared to poor teachers, good teachers see themselves as more adequate, trustworthy, wanted and identified with others. Their belief's about themselves, their self-concepts, are different from, and more adequate than, those of poor teachers" (p. 212). Additionally, "Good teachers operated from an internal rather than from an external frame of reference; that is, they were sensitive to and concerned about how others saw and felt about things and reacted to people on this basis (p. 212).

Similarly, research by Murray (1972) concluded that "students perceive self-actualizing teachers as more concerned than non self-actualizing teachers." She added that "teachers who will make the most significant difference must be more than competent technicians; they must also be people who know something about themselves and others, and who possess interpersonal competencies as well as pedagogical skills" (p. 387).

Certainly, it is neither necessary nor feasible to ask someone to alter their whole personality in order to

improve their teaching, but one must acknowledge and deal with aspects of that personality. As Ack (1972) further observed:

You can approximate someone else's style or recommendations successfully only if it is in accord with your own belief's about people and affords you emotional satisfaction equal to that which you are currently deriving from your present teaching methods (p. 7).

If, then, a teacher's effectiveness depends in part upon his system of beliefs, his perceptions of himself and others, it becomes necessary to place a stronger emphasis on the examination and clarification of personal needs, values and concerns in order to effect real change.

Bergquist and Phillips (1975) reinforced the need for faculty to undergo personal and affective as well as cognitive changes when they noted the significance of the relationship between one's perceptions of self-as-teacher and one's commitment to teaching improvement efforts. The authors pointed out that frequently, when introduced to methods for improving college instruction, a faculty member will either turn away or adopt a stance of passive resistance. They suggested that central to this posture may be the attitude of the faculty member toward teaching. The authors added that:

If the faculty member does not value teaching, he will not spend time either improving his skills as a lecturer or a discussion leader or exploring alternate instructional methods and techniques. Frequently, he has neither an articulated value system concerning teaching

nor a coherent philosophy of education. A new method or proposal may inevitably find itself at odds with ill defined values or philosophies (p. 5).

A teaching improvement process which ignores or underestimates the significance of personal dynamics involved in the change process cannot effect a long-term impact on the improvement of teaching and learning. In the quest for improved instruction, faculty development programs must be able to facilitate faculty members' self-exploration and self-understanding before a broader range of teaching behaviors and alternatives will be open to them.

It appears then, that the place for teachers to start changing is at the point of understanding who they are, where they came from and where they are going as teachers. Most teaching improvement specialists have started from the point of teaching new skills or giving new information about how people learn; strategies that have been only partially successful. This study suggests that teachers can first be helped by helping them to understand themselves. This investigator's statement of feeling that exploration and reflection on one's teach-self is essential in the professional development process is reflected by Mathis (1976) who enjoins that:

Effective teaching is above all an expression of self and a constant discovery of new dimensions of self. It is personal, many times private, and intensely sensitive to the kinds

of insights which an examination of experience should give us. One of our problems in education is that we place great priority on activity in teaching and a relatively lower priority on the quiet contemplation of our teaching. Listening to teaching may be as important as teaching itself if one is to have the personal flexibility necessary to participate with any sense of long-term satisfaction in the most exciting venture known to mankind, that of learning (p. 17).

If the efforts of teaching improvement programs are to be rewarded with significant improvements in the quality of college instruction, then serious attention must be paid to the richness and complexities of the teaching and learning process. Focusing on the technical act of teaching will leave us forever peering through myopic lenses, viewing narrow parameters and enjoying limited successes. Examinations of the act, and indeed the art of teaching, must be expanded to encompass the person of the faculty member. Allowing for discovery and exploration of the teaching self offers further dimensions, perspectives and depth of vision to our work and promises profound and lasting effects. .

#### Rewards of Personal Development

Discussing the significance of an affective as well as cognitive focus in teaching improvement programs prompts a closer examination of the possible benefits and advantages of increased personal development for faculty. The quest and rewards for expanding one's



self are persistent themes in the writings of "third force" or humanistic psychologists and educators. Weinstein (1971) director of a Self-Knowledge research project at the University of Massachusetts suggested that, "the more conscious one is of his experiencing, the more self-knowledge is accrued; the more self-knowledge one accrues, the more choices one has in responding to himself, to others and the world" (p. 196). Weinstein added that "self-knowledge increases one's options for being, for going beyond unsatisfying habitual responses and patterns" (p. xix). It would seem, then, that self-understanding would not only allow the instructor to gain more insight and awareness about his behavior, but such understanding would also facilitate his willingness to discard dissonant "patterns," to try out new roles and behaviors and to increase the possibilities and potentiality for positive changes in his teaching life.

If one benefit of self-understanding can be the increase in control and choice in one's life, another is that it can move man towards his full potential, what Maslow (1954, 1962) termed "self-actualization." Maslow believed that one of man's primary drives and goals is to discover himself, grow and reach his full potential as a human being. Maslow's construct of the self-actualizing person is regarded as seminal in the

field of humanistic psychology. Maslow began studies of those characteristics that differentiate the self-actualized individual from the average person. Although he viewed self-actualization as an ever on-going process that could not be defined precisely, he did find that his subjects, in general, held common characteristics. He found such human beings had, among other attributes: a positive view of self, an efficient perception of reality, acceptance of self and others, capacity for wonder and creativity, feelings of wide identification, sympathy and affection with all human beings, self-motivation, strong ethical sense and problem solving abilities. Interestingly enough, attributes such as a healthy respect for self, based on a knowledge that one is competent and adequate and an openness and sensitivity to others closely parallel Comb's (1974) description of the personal characteristics of effective teachers as reviewed earlier in this chapter.

In his writings, Maslow (1962) further contended that, "self-knowledge and self-understanding...are the most important roads toward self-actualization" (p. 60). Although many will never reach that pinnacle, climbing the road of self-understanding towards growth and actualization is all important. As Maslow explained:

When a person understands himself he will understand his basic needs and his true motivation and will learn to behave in a manner which will satisfy those needs. Self-understanding will also enable one to understand and relate to other people more effectively. If the entire human species has the same basic needs, then it follows that self-understanding leads to understanding of the human species (p. 60).

If Maslow and humanistic psychologists such as Combs (1974), Fromm (1947), May (1961) and Rogers (1969) are correct in the assessment that "self-understanding will also enable one to understand and relate to other people more effectively" then one group of benefactors of personal development for faculty members will be their students.

Several studies have reported that affective behaviors of teachers were significant to the teaching and learning process. Alexander, Elson and Means (1971) reported that college students achieved higher scores in a class in which they received personal attention (the instructor learned their names, initiated before and after class conversations, and formed classroom relationships with students) than a control class that de-emphasized these aspects. In reviewing studies in higher education, Good, Biddle and Brophy (1975) concluded that as students got older and developed more unique personalities, learning styles and interests, affective behaviors of teachers appeared to assume more and more importance in determining the effect of instruction.

Moreover, in a recently completed three-year study at the University of California entitled College Professors and Their Impact on Students, Wilson and Gaff (1975) found that many students not only felt a need to learn a body of factual knowledge but also felt a need to, "...acquire appreciation of the value of intellectual inquiry, increase their sensitivities and awareness, develop a personal philosophy and outlook on life, and grow and develop as whole persons" (p. 198). The students also indicated that the professors who were most effective and made the greatest impact on their lives were professors who not only stimulated and educated, but related to students as partners in the learning enterprise. According to the researchers, these faculty members were more likely to see the purpose of college education as promoting the self-development of the student and were more likely to emphasize personalization in the learning process. In general, they were teachers who interacted with students beyond the classroom setting as well as within it, discussing educational plans, social and campus issues, course related ideas, and concerns in the personal lives of their students.

This important study served to confirm the consensus of research on effective teaching, which has consistently indicated factors such as instructor warmth, rapport, interest in and respect for students as individuals and groups as important determiners in the effectiveness of

the teaching and learning process (Amidon & Flanders, 1967; Eble, 1970; Hildebrand & Wilson, 1970; McKeachie, 1971; Rosenshine, 1971).

One further implication of the Wilson and Gaff study was that it clearly reinforced the idea that an increase in personal awareness and skills could help to determine professional effectiveness--an idea Humanistic educators have long promoted. Additionally, it suggested that students' affective development depends heavily on the personal development of faculty. Although there is not sufficient research in higher education to support this suggestion, a review of research on "The Teaching of Affective Responses" which focused primarily on elementary and secondary levels, led Khan and Weiss (1973) to conclude; "It is clear that whatever else might transpire in the school, the teacher has the most central role in the development of students' affective responses" (p. 786). Additionally, the authors argued that "The teacher's own education during training is an important factor in determining how he or she will deal with the teaching of affective responses" (p. 787).

Such conclusions from researchers of higher education will have to wait as the research on affective behaviors and growth is still in its infancy, particularly at college and university levels. Yet researchers and educators who must await empirical data to support their beliefs still



speak strongly and convincingly as evidenced in this literature review. Seaburg (1974), who maintains that who a teacher is as a human being is probably the greatest determinant of student growth, describes the promise and potential of the teacher who is also a relating person:

If he knows himself, accepts himself and is open to his experience, then he can relate naturally and authentically to those he teaches without feeling threatened; he can grow toward his own becoming; in a mutual interchange with those students who he, in turn, is influencing.... If he knows his own strengths and limitations, and can accept them and still like himself, then he is free to express warmth, caring, liking and respect for other people (p. 26).

The personal growth component which forms the basis of this study appears to be one way to begin to enable faculty to know themselves in a new way, to reflect on and understand aspects of their teaching selves they did not know before, and to make decisions about their teaching lives that will be helpful to themselves and, ultimately, to their students.

This chapter has reviewed information about personal development in faculty development from several perspectives. First, the status of research in the area of personal growth in college faculty was discussed. Second, faculty development literature, particularly works which dealt with suggestions for implementing personal growth components was reviewed. Finally, a rationale for and

benefits of personal growth for faculty members were discussed.

In addition to drawing together the disparate information about personal development in faculty development, this review served a second purpose. Research into the literature afforded the investigator several insights when developing personal growth activities and suggested some conceptual frameworks for investigating the issue of personal development in faculty development. As the investigator sought to develop activities which would foster and enhance personal growth, the conceptualizations and work of Bergquist and Phillips (1975), Gaff (1975), Sanford (1971) and Weinstein (1971) provided an encouraging starting point. Additionally, the work of Maslow (1967), Sanford (1971) and Weinstein (1971) suggested ways for designing the data collection instruments and procedures which will be more fully described in the following chapter.

#### Evolution of the Present Study

In 1975, faculty members of the University of Massachusetts served as subjects for an evaluation of the Clinic to Improve University Teaching's "teaching improvement process." The study dealt with the following issues: faculty satisfaction with the Clinic's teaching improvement process, student and faculty perceptions of change in instructional performance and student and

faculty attitudes towards themselves, their courses and teaching.

The investigators, Sheehan and Erickson (1976), randomly assigned forty faculty volunteers to one of three experimental conditions: the "full teaching improvement process" entailed four stages which included data collection, feedback and diagnosis, applied teaching strategies, and data collection and review; a "diagnostic" condition, which excluded applied teaching improvement strategies; and "data collection" which included only the first and last stages of data collection without feedback to the instructor.

In an effort to examine the subjects' attitudes toward themselves, their students, and their courses as a result of their involvement in the teaching improvement process, faculty were asked to fill out a check list of semantic-differential concepts and bipolar adjective pairs in addition to the Clinic's standard evaluation questionnaire.

Results in the area of client satisfaction were positive; however, the study concluded that "there were no differences across treatment conditions on instructor self-assessments or in attitudes towards themselves as teachers, their courses or their students" (p. 8). Additionally, the researchers concluded that "As for instructor attitudes, there is simply no evidence that

the Clinic's process had any impact" (p. 10).

This investigator felt that the conclusions reached by this evaluative study were in direct contrast to her experiences with faculty who had been involved in the process on an Indiana University regional campus. The written feedback from faculty involved in the teaching consultation process during spring, 1976 and fall, 1976 seemed to suggest that the process had considerable impact on them. Not only did they speak of changes in teaching skills or behaviors, but they discussed changes which seemed more personal and significant.

One professor observed that:

Teaching, as I see it, is an art which must constantly be refined. An essential dimension of this art is criticism--in both a positive and negative sense. The teacher-artist must heighten his or her sensitivity to the teaching context--self, student needs, expectations, curriculum goals and needs.

The primary gain I have experienced in the project is a heightened self-awareness as a teacher and a more receptive appreciation of student needs and expectations.

Still another remarked:

Learning is commonly defined as a change in behavior; if this is so, I have truly learned. There have been some exciting changes within me as a teacher this semester. Some of these changes have surprised even me in terms of their impact.

A third professor wrote:

To clinch the argument for utilizing this low-key but effective means to improve the quality of teaching, I'm finding that the

basic element of self-awareness is persevering. I'm now able to utilize a built-in watchfulness to detect any signs of communications barriers and have new means for cutting through them promptly.

Finally, another instructor wrote:

The process I have been through has enabled me to gain meaningful insights into my role as teacher. Confronting my teaching behaviors has permitted significant self-growth and an increase in my level of expertise in the classroom.

Intrigued by the discrepancies between Sheehan and Erickson's evaluation of the Clinic's process and faculty reactions to the teaching consultation process, as well as by the overall lack of research in the area of personal development in faculty development, this investigator decided to probe more deeply into the aspect of affective growth in a teaching improvement process. After deciding to explore the role of personal development in the process, it was as if a Pandora's box had been opened--with more questions than answers swarming in one's mind and alighting on paper. Was personal growth possible through a teaching consultation process? What did faculty learn about themselves as teachers, as persons as a result of the process? Did faculty feel more aware of student needs? Did changes in teaching behaviors and style reflect affective as well as cognitive growth? Were faculty aware of and did they value affective changes? All were provocative questions that sought answers.



This study attempted to search for those answers. Yet from the onset of this investigation, the author remained acutely aware that her efforts provided merely a starting point--a beginning. Like a potter with bits and fragments of clay, the shaping of this "formless" area of study was begun with the hope that what is now rough and shapeless might be molded by this, and future studies, into a complete and coherent whole.

You cannot teach a man anything;  
You can only help him to find it  
Within himself.

Galileo

## C H A P T E R   I I I

### THE TEACHING CONSULTATION MODEL

#### Introduction

This chapter presents a description of the teaching consultation process--a "humanistic" adaptation of the Clinic To Improve University Teaching's teaching improvement process. The process described here provided the basis for an approach to improving teaching in higher education which has as its focus the personal as well as professional growth of faculty.

The chapter is divided into six areas. After providing a brief introduction, the Humanistic constructs which form the framework of the process are considered. There follows a discussion of the parameters such a program must work within in order to be most helpful to faculty. The role of the teaching consultant as it related to the success of such a process is then explored. Specific personal growth activities incorporated into the teaching consultation process are described. The chapter concludes with a discussion of two pilot studies on the teaching

consultation process which were conducted on an Indiana University regional campus during fall and spring semesters, 1976.

The motivations which led to the design of a teaching consultation process were several. It seems appropriate here to trace the genesis of the process from its beginnings to the actual research project.

The seed idea from which the teaching consultation process subsequently evolved, grew out of several beliefs and assumptions held by this researcher. Before working on the staff of the Clinic To Improve University Teaching, the researcher was personally involved in humanistic, affective education programs as a student and an educator. Those experiences resulted in an acute discomfort and dissatisfaction with the "clinical" model developed by the Clinic for use with college faculty.

The teaching improvement process medical terminology, alone, labeled faculty as "clients" in search of a cure which would be provided them by the "clinic's" teaching improvement "specialist." Additionally, the model held a somewhat narrow vision of what was involved in the teaching and learning process. The process focused primarily on professional growth of faculty in their role as teacher and saw its measure of effectiveness in terms of gains in knowledge, skills and teaching techniques.

This investigator, however, shared a belief with spokesmen in faculty development, as well as humanistic educators, that a focus on personal as well as professional

growth of faculty members held the promise of effecting more significant and lasting changes. The perceived dichotomy between the clinical orientation of the teaching improvement process and the personal orientation and style of this researcher, together with her interest in the effects of a personal focus on college faculties' teaching lives, led to the genesis of what was to become known as the teaching consultation process.

Like germinating seeds struggling from dark earth to daylight, the teaching consultation process was initiated on an Indiana University regional campus in 1976. The process continued to unfold, develop and change as the researcher experimented with interrelating and balancing the personal and professional roles of the university professor. What is described here is a present juncture in that evolutionary process and hopefully not the final stage.

Finally, there was an additional reason for designing, implementing and examining the effects of the teaching consultation process. In working with a process that hopefully allows others to understand themselves better as teachers and persons, this researcher ultimately hoped to gain insights into her own personal and professional self.

#### A Humanistic Model

In its attempt to focus on the person in the role

of teacher, the teaching consultation model synthesized a number of concepts from programs, centers and methods purported to promote the personal growth of participants. The proliferation of programs which label themselves as humanistically oriented (e.g., communication skills, values clarification, achievement motivation, effectiveness training) necessitated a careful look at what criteria define a humanistic or personal growth program.

Weinstein (1975) proposed six criteria to be used in evaluating such programs, adding that a combination of at least three of the six would be sufficient to warrant the label of a humanistic program. The criteria he offered are as follows:

1. Does the program pay as much attention to personal knowledge (one's knowledge of oneself in relation to self, others and society) as it does to public knowledge (knowledge of external realities)?
2. Is there a thorough integration of emotional, intellectual and behavioral learning, with no one emphasized at the expense of the others?
3. Are the program goals and objectives congruent with the students' personal and professional needs?
4. Is the program geared more toward the liberation of the learner's unique life style than toward his domestication into preestablished norms and standards?
5. Does the program extend and expand the choices the individual has for responding to his world?
6. Does the program mutually enhance the growth of all the participants? Is anyone's personal growth achieved at the expense of someone else? (p. xvii).



The teaching consultation process offered a model that emerged from these criteria, several of which serve as discriminators between the orientation and focus of the teaching consultation process and the Clinic's teaching improvement process.

Weinstein stressed that humanistic programs must focus on personal knowledge as well as public knowledge and must integrate emotional, intellectual and behavioral learning. These first two guidelines were given a strong and indeed central emphasis in the teaching consultation process.

First, the process was viewed from a humanistic psychology, its orientation from theorists such as Maslow, Rogers and Combs. Their terminology might have differed, but all shared a concern that each person become more fully human. The goal of the teaching consultation process was to foster the development and enhancement of the person in the role of teacher and thus place more emphasis on the faculty member becoming more aware of himself, understanding himself and thus growing in the direction of self-actualization. Even the change in terminology reflected the model's bias--the clinical teaching improvement process was substituted with a more humanistic and Rogerian "teaching consultation process." Also, the facilitator in the process, the "teaching improvement specialist" was replaced with a term reflecting a more collaborative and

helping relationship, "the teaching consultant." This is not to infer that the teaching consultation process emphasized personal issues at the expense or exclusion of teaching methods and skills. Indeed, according to the personal and professional needs and goals of the faculty member involved (Weinstein's third criteria), the process looked at and worked with the professor to improve organization, structure, technique, method, skills or teaching environment. The difference was that the teaching consultation process never forgot that the faculty member was a most significant factor in the classroom. As such, the teaching and learning situation was viewed as the blending of dynamics of personal interaction and personal meaning as well as the use of certain techniques. For too long education has been limited to cognition and technique rather than to the feelings and perceptions that interrelate with behavior and style. Thus, the teaching consultation process focused on the "affect" of the teacher as a critical part of the teaching act.

Finally, the personal growth component in the teaching consultation process was designed to help the faculty member take a careful look at his attitudes, beliefs and feelings, particularly as they related to his teaching self and influenced his teaching behavior. The model assumed that how a person behaves is a function of what is happening inside of him--his feelings, beliefs, philosophies. Unlike

the Clinic's process which focused on changing external behaviors, often ignoring the interaction between the internal and external dimensions of self, the teaching consultation process assumed one cannot have a long-term effect on behavior without also understanding the internal rationale for that behavior. The process activities allowed for an exploration of attitudes and beliefs as a first step toward changing behaviors that were dissonant with held beliefs. In attempting to bring assumptions and behaviors into greater congruence, the faculty member already began to expand his choices in responding to teaching situations. Since the teaching consultation process allowed for the expansion and extension of faculty members' choices in their teaching lives, it fulfilled the fifth of Weinstein's six criteria for a humanistic program. Self-exploration should lead to self-awareness and understanding which should allow for more appropriate actions and alternative directions.

Hence, the teaching consultation process, in light of Weinstein's conceptual framework for judging programs's humanistic and affective dimensions fulfilled the requirements of a humanistically oriented program.

#### Parameters of the Model

The possibilities for significant personal growth as a result of the teaching consultation process are delineated

in some depth throughout these chapters. It seems necessary here to also discuss the parameters within which a personal growth focused program must work.

The boundaries a personal growth program sets for itself in terms of defining and dealing with "personal" issues is of significance. A personal growth component in a faculty development program, when mentioned to faculty, is invariably threatening and misunderstood. Due to the rapid growth of a self-psychology movement in our society in general (e.g., Africa, yoga, primal scream, transactional analysis, rolfing) the mere mention of personal growth may conjure up images of psychotherapy, or "touchy-feely" exercises or sessions where participants are emotionally and physically bombarded. Such negative connotations have not been lost on affective educators or faculty development spokesmen. As Brown (1975) cautions:

There are two major selves which have to be considered--in the training of teachers for affective roles--the personal self and the professional self....As a training strategy, a focus on the professional self, its needs, behavior and functions seems generally much less threatening. A primary focus on the personal self is still equated by many teachers with "therapy," which still has widespread negative connotations as being for those who have something wrong with them (p. 180).

It is important that a teaching improvement program with a personal growth component make a clear distinction between its capabilities to deal with private, emotional

problems and those that are concerned with issues of professional and personal styles and behaviors. The activities of the teaching consultation process were designed to explore the latter but would not prove useful in dealing with the former. In fact, the personal growth, teaching related activities that were chosen purposely avoided any connotations of "therapy." They were non-threatening, low-risk and relatively familiar activities (delineated later in this chapter) which blended in as a natural and integral part of the process. Significantly, the teaching consultation process is not a therapeutic haven for "those who have something wrong with them" as Brown phrased it. The focus of the process is on the personal growth of faculty in their professional role.

A second issue, which is closely aligned to the first, concerns decisions on the depth of intervention when using the teaching consultation process. Harrison (1970), in discussing this issue, noted that a consultant can deal with public information which is close to the surface or deal with inner perceptions, beliefs and attitudes which calls for an intervention of greater depth. He suggests that as a guideline, "intervene at a level no deeper than that at which the energy and resources of the client can be committed to problem solving and change" (p. 182).

When working with the teaching consultation process, remaining mindful of Harrison's guideline is helpful.



Intervention beyond a point which is acceptable to the faculty member may only cause resistance to the process and to change rather than acceptance and growth. It seems fruitless to dictate to or manipulate the faculty member when the impetus for change, after all, comes from within the individual. A more useful strategy seems to be to deal with the felt and articulated needs and goals of the faculty, at least until a base of mutual trust is established. In dealing with his needs, it is still possible to interact honestly and concretely, without damaging the relationship between the consultant and faculty member. The teaching consultation model viewed Harrison's guideline for intervention as one well worth regarding when working with college faculty. Both the kind and depth of interventions should be taken into consideration when working with the teaching consultation model.

#### Role of the Teaching Consultant

Discussion of a need for consultant sensitivity to the depth of intervention relates directly to the role of the teaching consultant. The significance of the role and relationship between the teaching consultant and the faculty member could form the basis for yet another dissertation study. Still, it seems appropriate here to offer at least a modest framework of ideas for consideration of the teaching consultant's role, particularly since it

is perceived to be somewhat different than that of the Clinic's teaching improvement specialist.

The role of the teaching consultant who facilitates the personal and professional growth of faculty members involves two components: task-oriented operations and interpersonal skills and processes. The teaching consultation model assumes that the teaching consultant has a basic competency in the task-oriented operations necessary to conduct the process. Such task-oriented activities include: collecting data on teaching through videotape, classroom observation, student questionnaires and interviews; analyzing data and providing feedback; suggesting change activities and assessing improvement efforts. It is important that the teaching consultant be viewed as professionally competent by faculty involved in improvement efforts. The Clinic To Improve University Teaching consciously chose the title "teaching improvement specialist" to suggest the expertise and training of their largely graduate student staff.

The conceptualization of the teaching consultant as a professional, a specialist, however, is a limited one. Facilitation of growth and change is a more complex issue than collecting and interpreting data and suggesting teaching strategies. Although professional credibility is necessary, significant changes call for interpersonal skills and relationships as well. The kind of personal

or "helping relationship" between the teaching consultant and faculty, and the conditions of that relationship are of particular importance in the teaching consultation model and for that reason are highlighted here.

Rogers (1961) defined the helping relationship as one in which one person assists another to clarify his perceptions and feelings about self and others. Rogers felt that facilitation and growth could not be met by any intellectual or training procedure, because in his experience such procedures produced only temporary changes. On the other hand, he found that if the facilitator could establish a helping relationship, the other person would discover within himself the capacity to use that relationship for growth, change and personal development. Rogers defined the nature of the helping relationship as one:

in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning and improved coping with life of the other.... To put it in another way, a helping relationship may be defined as one in which one of the parties intends that there should come about, in one or both parties, more appreciation, more expression of, more functional use of the latent resources of the individual (pp. 39-40).

Studies in humanistic psychology and counseling (Carkhuff & Berenson, 1967; Rogers, 1967; Truax & Carkhuff, 1967) have suggested that several characteristics of the consultant are essential in the helping relationship.

In the above studies, these characteristics or conditions led to personal growth on the part of the client when present at high levels. Conversely, when these dimensions were absent or in low levels in the consultant, deterioration of the client resulted. These core characteristics, which seem of particular importance in the teaching consultant's role, are empathy, respect and genuineness.

Empathy refers to the ability to understand from the other person's point of view how he feels and sees himself and his world. At the same time, the consultant must maintain a sense of self-identity so that he will have the objectivity to help the other person become aware of and understand his own feelings and behaviors.

The empathetic teaching consultant focuses on the person as well as the teaching, trying to understand the way a faculty member perceives himself and his behavior. The teaching consultant does not concentrate on external behavior or events without first attempting to view that behavior in light of the faculty member's assumptions, values and perceptions. The consultant does so because he understands that the instructor behaves as he perceives and in ways to fulfill his needs. Considering the faculty member's frame of reference without losing his personal vision is the task of the empathetic consultant.

The second condition, respect, calls for a warm regard for another and includes acceptance of the worth of the

individual without ridicule or depreciation despite his faults or dissonant behaviors. One accepts the person but does not necessarily agree with or condone all his actions.

The dimension of respect is evidenced by the teaching consultant who has certain attitudes and orientations--who holds positive regard for each instructor, believing that each has the capacity for growth and the ability to solve his teaching problems. The teaching consultant's role is one of guiding the teacher in exploring ways to find personal meaning and explanation for his behavior. As one cannot equate telling with learning, the consultant does not dictate, manipulate or threaten the faculty member to change. The concept of the consultant as an authority, expert, or "specialist" is an inappropriate role for the humanistic consultant. His function is to help facilitate the process by which the faculty member comes to know his own teaching self.

The final dimension, genuineness, refers to the authenticity of the consultant in the relationship. He needs to be deeply aware of his own feelings and attitudes as well as those of his client. Genuineness is extremely important in the helping relationship, for as Rogers (1968) observes, "it is only by providing the genuine reality which is in oneself that the other person can successfully seek for the reality in himself" (p. 53).

The genuine teaching consultant must be capable of



and willing to share his own perceptions and feelings as they relate to the helping process. The consultant must also provide information on the faculty member's feelings and behaviors which is concrete and descriptive yet essentially non-evaluative and non-judgemental. When the faculty member does not have to focus energy on defending himself or concealing the person that he is, he becomes more free to change that person and grow. It is the teaching consultant's role to establish a climate of openness and encourage greater trust in the relationship.

The conditions of the helping relationship which are crucial to the teaching consultation model are characterized by empathetic understanding of the faculty member; by the acceptance of the faculty member as a person of worth; and by an authenticity or transparency on the part of the teaching consultant. The teaching consultant need not be a trained therapist or counselor. The characteristics of the helping relationship are not found solely in trained therapists--they are conditions which exist in any successful interpersonal relationship. Training for teaching consultants, unlike training of teaching improvement specialists, however, would include a component on interpersonal relationship skills. Indeed, cultivating an open, helping relationship is one of the more important considerations for the teaching consultant.

### Teaching Consultation Model Activities

Included in the teaching consultation process were a number of activities designed to assist the faculty member in increasing knowledge of his teaching self. Some activities focused on increased awareness of the "internal self" of the faculty member--those dealt with his beliefs, philosophies, attitudes and values. Other activities assisted the faculty member in collecting and interpreting information about his "external self"--those dealt with teaching behaviors as perceived by self and others, and how those behaviors reflected personally held beliefs and attitudes. All were designed to move the faculty member from self-exploration to self-awareness and understanding. In turn, self-understanding should have allowed the faculty member to act upon his new knowledge of self and attempt changes that would bring his internal and external selves into congruence. In doing so, the faculty member would have been released to grow in the direction of self-actualization.

The personal growth activities were designed to accompany the instruments utilized by the teaching improvement process. In Appendix C, the accompanying activities are presented in the order in which they were used with faculty in the teaching consultation process. The activities include: Teaching Styles Activity, Introductory Personal Interview;

Pre-observation Activity, Post-observation Activity, Strengths and Concerns Activity, Teacher Attitude Activity, and Teaching Patterns Activity. So that the reader could place activities into the context of the entire process, each activity was designed with a format which included the following components: a background statement; objectives or goals for the activity; directions for use; questions for the consultant or faculty member to use which were designed to promote self-awareness; and, follow-up statements which suggested alternative ways to implement the activity. Note that the faculty members took part only in the activities themselves and did not receive all the above mentioned components (e.g., background statements, objectives, questions for consultant, etc.).

#### Pilot Studies of Activities and Methods

Two pilot studies of the teaching consultation process activities and methods were conducted during the spring and fall semesters, 1976. Pilot studies for exploratory research are conducted for various reasons. In this case, the pilot testings were conducted in order to (1) test and refine the process activities, (2) refine the evaluation instruments; and (3) determine faculty perceptions of the usefulness of the teaching consultation model. Over the course of the two semesters, twelve full-time faculty who had volunteered for the program were involved in the pilot studies.

During the pilot studies several revisions in the personal growth activities were made. The introductory interview, pre- and post-observation and teacher attitude activities were revised in order to increase the individual focus of the questions utilized. The revised activities, when tested, proved to prompt more personally focused responses on the part of faculty members.

As a result of the pilot studies significant changes were also made in two of the evaluation instruments: the self-report questionnaire and personal interview. As the instruments had focused primarily on assessment of professional growth, questions with a personal growth focus were added. In the questionnaire, a forced-choice question was designed and added to established questions. Five open-ended questions were also included to provide a more personal and specific focus. In the final personal interview, faculty were asked to comment on the usefulness of the teaching consultation process in terms of both personal and professional growth. Revisions of the process activities and evaluation instruments were made on the basis of feedback from faculty participants and the investigator's observations. Overall, the findings from the pilot data indicated that faculty felt the teaching consultation process had an impact upon their attitudes towards themselves as teachers and their students as well as upon their teaching behaviors and skills. An in-depth description of the pilot studies is

available in Teaching Improvement Project: Final Report  
(Sorcinelli, 1976).

In summary, this chapter presented an overview of the teaching consultation model which included discussion of: the constructs which formed the framework of the model; the parameters of the model; the role of the teaching consultant; specific personal growth activities; and pilot studies of materials and methods. The upcoming chapter will outline the investigative perspective used to ascertain the effects of the teaching consultation model on faculty involved in teaching improvement efforts.



He plunged to the center,  
and found it vast.  
Conrad Aiken

## C H A P T E R   I V

### DESIGN OF THE STUDY

#### Introduction

This investigation was undertaken in order to determine whether the teaching consultation process promoted personal, affective growth of faculty as well as change in teaching skills; and, to identify to what degree and in what ways faculty experienced personal growth in their teaching lives as a result of the process. This chapter describes the methods and procedures used to collect and report information about these issues.

Although there has been much speculative writing on the topic of personal development for faculty and a few studies incidentally related to it (Alexander, Elson & Means, 1971; Sanford, 1971; Wilson & Gaff, 1975), researchers are not in the position to advance elaborate or sophisticated hypotheses for investigation and testing of the topic. At this stage, one who explores aspects of affective development in adults does not deal in cold scientific fact, but rather in ideas, observations and insights.

For that reason this was an exploratory study. An exploratory study is one which seeks to know rather than

predict relationships to be found, laying a groundwork for further testing of hypotheses (Kerlinger, 1964). Selltitz, Jahoda, Deutch and Cook (1961) further define exploratory research as having a number of functions such as formulating a problem for more precise definition or of developing hypotheses. Although its major emphasis is on discovery of ideas and insights, exploratory research may have other functions such as: increasing the investigator's familiarity with the problem he wishes to investigate in a subsequent, more highly structured study; clarifying concepts; and, establishing priorities for further research. This study has as its major emphasis the discovery of ideas and insights which, hopefully, will be explored further in future investigations.

Moreover, because the research on affective behavior and growth in this dimension is only beginning to evolve, both behavior and growth are difficult to measure. As Brown (1975) states:

One major problem in doing this research has been the paucity of instruments for measurement in the affective domain. Until more reliable and valid instruments can be developed or until new research methodologies become available, workers may require more courage to work in this field than in the area of cognition. Yet there seems to be a growing appreciation of the saliency of studying the affective domain and its relationship to learning in general, especially among younger and beginning researchers. The findings from studies that have been completed seem deserving of attention by those involved in training teachers (p. 195).

Armed with a good deal of appreciation for the saliency of the subject and sufficient "courage," this researcher began an exploration of this intriguing domain of teaching and learning. The role of this researcher was one of explorer and inquirer in an attempt to gain insights into the two major research questions. It was felt that if the teaching consultation process has as its primary focus the awareness of self and resulting growth, evolution and change in an individual, then documenting and measuring that emergence of self is a necessary and realistic expectation. The design of the study, which is discussed in this chapter, is divided into five main sections: overview of the experimental design; selection of the sample; instrumentation; data collection procedures; and, the role of the investigator as teaching consultant.

### Overview of the Design

This exploratory study involved two groups: seven experimental and seven control subjects. The experimental subjects participated in the full teaching consultation process during spring semester, 1977, while the control subjects received no treatment. The variable of personal growth was measured by the Personal Orientation Inventory (POI), which was completed, pretest and posttest, by both groups. In addition, effectiveness of the teaching consultation process for increasing both personal and professional

growth was measured for the experimental group by a student questionnaire (post-TABS), a faculty self-report questionnaire and a personal, semi-structured interview. As the questionnaires and personal interview dealt with student or faculty perceptions of the teaching consultation process, these data sources were not applicable to the control group, who had no involvement in the process.

### Selection of Sample

The study sample was chosen from a single institution in higher education--the university--and, furthermore, from a single campus--a regional campus of Indiana University. The nature of the researcher's job, which involved extensive travel off campus as well as the in-depth nature of the teaching consultation process limited the size of the sample which could be drawn upon and managed. From among the 140 full-time faculty members on the Indiana University regional campus, the research sample consisted of an experimental and a non-treatment group of fourteen faculty.

The names of participating subjects, their departmental and even campus affiliation cannot be revealed since all were assured complete anonymity. It betrays no confidences, however, to describe some of their characteristics as a group from which the reader may judge their similarities and differences.

The experimental sample included seven full-time faculty who had volunteered to participate in the teaching consultation process during spring semester, 1977. The subjects included five males and two females from three academic departments within the Humanities division and three academic departments within Professional Schools. Two faculty were lecturers, three assistant professors, one associate professor and one full professor. Of the seven faculty, two were tenured and five were non-tenured. Faculty ages ranged from twenty-six to forty-five. The volunteer subjects, although perhaps not representative of the university faculty as a whole, were similar in age, sex, rank and discipline to faculty members who had volunteered to work with the teaching consultation process in the past.

The researcher selected seven full-time faculty to serve as a control group in the study. An attempt was made to match the control group to the experimental group in terms of characteristics such as sex, age, rank and division affiliation. This faculty group included four males and three females from three academic departments within the Humanities division and three academic departments within Professional Schools. Two of the faculty were lecturers, three were assistant professors and two were associate professors. Two faculty were tenured and five non-tenured. Their ages ranged from twenty-six to forty-five. The significant difference between the experimental and control



groups was that the experimental group had volunteered to participate in the teaching consultation process and the control group had never volunteered, nor had any contact with the teaching consultation program. This difference was taken into consideration in the analysis of data and assessment of growth and will be dealt with in chapter five of the dissertation.

### Instrumentation

#### Personal Orientation Inventory

Finding an appropriate instrument which would yield information relevant to personal growth proved to be the greatest hurdle in the data collection process. As intimated earlier in this chapter, one of the difficulties in assessing personal growth changes has been in finding easily administered instruments which are sensitive to such growth. One measure which has shown promise is Shostrom's (1962, 1963) Personal Orientation Inventory (POI).

The POI has been used as a major instrument in recent studies evaluating the effectiveness of personal growth methods such as encounter groups, human relations training, sensitivity training and human potential groups in management, counseling and education. As Pfeiffer and Heslin (1973) stated in their review of this instrument:

The POI, perhaps more than any other instrument described in this book, measures the things talked about by people in human relations training. For this reason it is an excellent training

device. It awakens people to important dimensions of life and ways of viewing the world and themselves that they may well not have considered previously (p. 106).

The POI measures personal growth and self-fulfillment defined through humanistic concepts of self-actualization. It is based on the theoretical formulations and research of leaders in Humanistic, Existential and Gestalt schools of therapy including Maslow (1954, 1968), May (1958), Perls (1947, 1951), and Rogers (1951, 1961). Since the initial validating studies on the POI, a large number of investigations have been conducted allowing Maslow (1971) in his posthumously published book to comment on the POI as an instrument:

In studying healthy people, self-actualizing people, etc., there has been a steady move from the openly normative and the frankly personal, step by step, toward more and more descriptive, objective words, to the point where there is today a standardized test of self-actualization. Self-actualization can now be defined, i.e., self-actualization is what the tests tests. It correlates well with external variables of various kinds and keeps on accumulating additional correlational meanings (p. 28).

The POI consists of 150 two-choice, paired-opposite statements of values, behaviors and attitudes commonly associated with and seemingly of importance in the development of the self-actualizing individual. These 150 statements are scored in terms of two major scales important in personal development and interpersonal relations, Time Competence (TC) and Inner-Directed (I), and ten subscales

intended to reflect a particular facet important in the development of personal growth. In Handbook for the POI, Knapp (1976) defined these twelve scales as follows:

Time orientation (TC/TI) reflects the degree to which an individual lives in the present rather than the past or future. Self-actualizing persons are those living primarily in the present with full awareness and contact. They are able to tie the past and the future to the present in meaningful continuity, and their aspirations are tied to present working goals. In contrast, the "time incompetent" person lives primarily in the past--with guilts, regrets and resentments--and/or in the future--with idealized goals, plans, expectations and fears.

Support orientation (I/O) is designed to measure whether an individual's mode of reaction is "self" oriented or "other" oriented. Inner-, or self-, directed persons are guided primarily by internalized principles and motivations while other-directed persons are, to a great extent influenced by their peer group or other external forces.

Self-Actualizing Value (SAV) measures the affirmation of primary values of self-actualizing people. A high score indicates that the individual holds and lives by values characteristic of self-actualizing people, while a low score suggests the rejection of such values.

Existentiality (Ex) measures the ability to situationally or existentially react without rigid adherence to

principles. Higher scores suggest flexibility in application of values, while low scores may reflect a tendency to hold values so rigidly that they become dogmatic.

Feeling Reactivity (Fr) measures sensitivity to one's own needs and feelings. A high score suggests the presence of such sensitivity, while a low score indicates insensitivity to these needs or feelings.

Spontaneity (S) measures freedom to react spontaneously, or to be oneself. A high score measures the ability to express feelings in spontaneous action. A low score suggests fear of expressing feelings behaviorally.

Self-Regard (Sr) measures affirmation of self because of worth. A high score measures the ability to like oneself because of one's strength as a person. A low score suggests feelings of low self-worth.

Self-Acceptance (Sa) measures the affirmation or acceptance of oneself in spite of one's weaknesses or deficiencies. A high score suggests acceptance of self and weaknesses, and a low score suggests inability to accept one's weaknesses.

Nature of Man-Constructive (NC) measures the degree of one's constructive view of the nature of Man. A high score suggests that one sees man as essentially good and can resolve the good-evil dichotomy in the nature of Man. A low score suggests that one sees man as essentially bad or evil.

Synergy (Sy) measures the ability to be synergistic--to transcend dichotomies. A high score is a measure of the ability to see opposites of life as meaningfully related. A low score suggests that one sees opposites of life as antagonistic.

Acceptance of Agression (A) measures the ability to accept one's natural aggression--as opposed to denial. A high score indicates the ability to accept anger or aggression within oneself as natural. A low score suggests the denial of such feelings.

Capacity For Intimate Contact (C) measures the ability to develop intimate relationships with other human beings, unencumbered with expectations and obligations. A high score indicates the ability to develop meaningful relationships with other human beings, while a low score suggest one has difficulty with warm interpersonal relationships.

Both the reliability and validity data on the POI scales are substantial. Test-retest reliability coefficients have been obtained for POI scales based on several studies. Klavetter and Mogar (1967), who administered the POI twice to a sample of forty-eight college students found that correlations ranged from .52 to .82. The major POI scales of Time-Competence and Inner-Directed displayed high reliability coefficients of .71 and .77, respectively. They concluded that, with the exception of three subscales,



"stability coefficients are generally high, ranging from .71 to .85" (p. 423).

After examining the stability of POI scores among a sample of student nurses over a one-year period, Illardi and May (1968) contrasted their findings with the results for other personality inventories administered to similar samples and approximating the same time interval. The authors concluded that, "The findings reported on the POI are well within the ranges of somewhat comparable MMPI and EPPS test-retest reliability studies" (p. 71).

In a more recent study, Wise and Davis (1975) after administering the POI twice to a sample of 172 university students reported test-retest coefficients of .75 and .88 for the Time Competence and Inner-Directed scales.

Several studies on the POI were also concerned with demonstrating the validity of the instrument. To test the POI's effectiveness in discriminating between self-actualized and non self-actualized individuals, the Inventory was administered to two groups, one of "relatively self-actualized" and the other of relatively "non self-actualized" adults. The persons in both groups were carefully selected, each nominated by practicing, certified clinical psychologists. Results of this study reported by Shostrom (1964) indicated that the Inventory significantly discriminated between the groups on the two major scales and nine of the ten subscales.

A study designed to investigate further the validity of the POI was reported by Shostrom and Knapp (1966). The POI was administered to two groups of outpatients in therapy, 38 beginning patients and 39 patients in advanced stages of psychoterapeutic progress. Analysis of the POI scales showed all POI scales differentiated between the criterion groups at the .01 significance level or higher.

Finally, a study reported by Fox, Knapp and Michael (1968) yielded further data relevant to POI validity. The POI was administered to a group of 100 hospitalized psychiatric patients. All scales significantly differentiated (beyond the .001 level) the sample from a normal adult sample and the nominated self-actualization sample, with differences reaching statistical significance at the .01 level for the major scales of Time Competence and Inner-Directedness and several of the subscales. All these initial and critical studies served to support the validity and reliability of the POI as a measure of self-actualization.

A number of studies also have demonstrated the sensitivity of the POI in measuring changes toward self-actualization following sensitivity and personal growth experiences. Bannen and Capelle (1971) examined the effect of a human relations training program for high school teachers and Flanders (1969) reported significant change toward self-actualization for eight of the twelve POI scales among a group of 90 teachers involved in a year long sensitivity

training program. The findings of McClain (1970) further supported the effectiveness of the POI. Based on a sample of 130 teacher trainees involved in a personally focused course, pre- to post-changes reached significance on all of the POI scales. Moreover, several studies (Culbert, Clark & Bobele, 1968; Seeman, Nidich & Banta, 1972; Trueblood & McHolland, 1971) reported on the effects of human potential group processes in helping college students to become more self-actualized. Again, the POI discriminated on pre- to post-testing on several of the twelve scales.

It was decided on the basis of present needs and past research studies that the POI, which assesses values, attitudes and behaviors relevant to Maslow's concept of the personally growing, self-actualizing person, was both feasible and appropriate for inclusion in this study.

#### Student Questionnaire--(post-TABS)

The POI instrument was chosen to assess changes in personal growth among the faculty involved in the process. Yet, it was also necessary to explore the effectiveness of the teaching consultation process in terms of improvement in specific teaching skills and behaviors. As the process focused on both personal and professional growth, changes in affective factors such as feelings and attitudes without concurrent changes in teaching behaviors would indicate limited effectiveness of the process. It was decided that

as well as assessing the faculty members' perceptions of changes in skills and behaviors, student perceptions would lend needed objectivity. Thus, students were asked to provide data on their perceptions of change in teaching skills through a student questionnaire--the Teaching Analysis By Students (post-TABS).

During the semester, students completed two questionnaires--the TABS and post-TABS. The Teaching Analysis By Students (TABS) questionnaire, administered during the fourth or fifth week of classes, was developed by the Clinic To Improve University Teaching for use as a diagnostic instrument within the teaching improvement process. It includes 38 teaching skills which were extracted from: the results of numerous research studies on instruction; inductive studies of effective teaching; research in the general area of higher education; and, the experience of the various members of the Clinic staff. The teaching skills statements require students to indicate the extent to which they feel their instructor needs improvement on each skill, based upon a four point "amount of improvement needed" scale.

Near the end of the semester, each faculty member chooses ten teaching skills or behaviors from the original questionnaire. These are skills which the faculty identified as the foci for improvement efforts or are skills likely to be affected by improvement efforts. The ten

statements are responded to on four point "amount of improvement seen" and "amount of improvement now needed" scales. This post-Tabs questionnaire of 10 items was used in this study to identify changes in instructor ratings by students. Both the 38 skill items in the TABS questionnaire and a sample post-TABS questionnaire are found in Appendix D.

### Self-Report Questionnaire

The Clinic To Improve University Teaching designed a post-questionnaire which elicited from Clinic participants an evaluation of materials, procedures and the teaching improvement specialist's competencies. This questionnaire was used as an evaluative instrument in Erickson and Sheehan's (1975) study of the teaching improvement process. The questions, which focused primarily on the mechanics of the process were constructed on a Likert scale (five response continuum of strongly agree, agree, undecided, disagree, strongly disagree) and required fixed-choice responses.

For the purposes of this study, the investigator adapted the above questionnaire for use in the teaching consultation process. The adapted questionnaire, included in Appendix E, sought information in two general areas. A number of questions were designed to obtain information about the process and the teaching consultant's personal



and professional competencies. The second section of the questionnaire was designed to gather information on the value of the process in terms of faculty members' perceived self-growth and change. Personal growth related questions included one fixed-choice question followed by five open-ended questions.

The fixed-choice question asked faculty to rate the extent to which participation in the teaching consultation process contributed to their growth in the following areas: awareness of feelings, attitudes and values as a teacher; awareness of students' attitudes and needs; awareness of teaching behavior and style; awareness of strengths and limitations as a teacher; and, awareness of possibilities for growth as a teacher.

The five open-ended questions, which called for an essay response, asked faculty to identify what they had learned about themselves, their students and their teaching behaviors and style as a result of the teaching consultation process. These free-response questions were designed to increase the focus of the person involved in the process and to permit the faculty to discuss feelings and perceptions of change without limiting them to a stated alternative.

As a data collection instrument, the questionnaire had several advantages. From the investigator's viewpoint, it was time-efficient and relatively easy to administer. The participants, on the other hand, had ample time to reflect

on the questions before responding. Its major disadvantage was that many people cannot or hesitate taking the time to express themselves adequately in writing. Also, the intent of questions can be misinterpreted by respondents. In part, the disadvantages of the self-report questionnaire caused the researcher to decide to follow the questionnaire with a personal interview of each faculty participant.

### The Personal Interview

A semi-structured personal interview was selected as a major data collection technique in the present study. The interview schedule consisted of five open-ended questions in three topical areas--awareness of self, awareness of students and awareness of teaching behaviors and style--all designed to elicit extensive rather than simple responses. These questions are listed in Appendix F.

When dealing with affective factors and components in research, the use of the interview has several advantages. First, the interview affords the researcher an opportunity to explore perceptions, feelings, attitudes and opinions which could not be inferred by observation nor explored through a questionnaire. According to Katz (1953) the interview is a powerful instrument for research, providing data virtually unobtainable by other means. He explains the particular advantages the interview has over techniques such as pure observation:

If the focal data for a research project are the attitudes and perceptions of individuals, the most direct and often the most fruitful approach is to ask the individuals themselves. Observational methods are less likely to be useful for the measurement of attitudes and perceptions and are obviously unable to probe the past or to determine an individual's intentions for the future. The criteria of directness and economy, and the ability to collect data about beliefs, feelings, past experiences and future intentions have widened the range of application of the interview (p. 131).

The interview, then, allows the interviewer to explore beliefs, feelings and perceptions of the interviewee at greater length than is possible through other means.

The interview also allows for the kinds of expanded and elaborated answers one might not procure from a questionnaire. Although the majority of personal growth questions in the self-report questionnaire were open-ended, the investigator was aware that often faculty do not have the time, motivation or patience to write as fully as they might speak. It was felt that respondents would be willing to clarify and expand on responses when talking if not when writing.

The interview, besides allowing the respondent to expand on answers, also allows the interviewer to clarify misunderstandings and vagueness more readily than in a questionnaire format. Questions can be restated by the interviewer if they are not clear. Faculty responses, on the other hand, can be clarified and expanded through

probing questions and reflective statements. Indeed the free-response format of the interview allows for more flexibility and greater depth of expression on the part of interviewer and interviewee alike.

Also, the interview format fits naturally into the framework and design of the teaching consultation process. This process begins with an extensive personal interview and is followed by numerous discussions between the investigator and faculty member throughout the semester. It was felt that this final interview would be perceived as a natural closure to a process which called for active listening by the investigator throughout.

This researcher felt the relationship between the faculty member and interviewer would prove to be a benefit in securing a high quality of information from the interview situation. The interview culminated a semester of work in which the investigator worked closely with the faculty member in exploring and examining his teaching life. The relationship built during the semester could prove to be fruitful during the interview: studies in communications show that a major motivation to communicate fully depends directly on the personal relationship between the interviewer and respondent. As Katz (1953) maintains:

An individual is motivated to communicate with another when he receives gratification from the communication process and the personal relationship....Applying these criteria to the research interview, we may



conclude that optimum communication takes place if the respondent perceives the interviewer as one who is likely to understand and accept his basic situation (p. 333).

Finally, the state of the art of research in the affective domain affected data gathering procedures. In the early stages of defining a field, descriptive data is needed and most appropriate given the lack of an empirical base. The interview format provided descriptive data essential to the study of affective change in faculty. Thus, the interview was perceived to be wholly consistent with both the investigator's personal style in working with faculty and with the design and personal focus of the teaching consultation process.

There are some problems with the interview approach that may affect data collection and, as such, necessitate consideration. Interviews demand a considerable amount of time to schedule, conduct and analyze. The data obtained from the free-response questions does not lend itself to easy quantification and categorization. Additionally, the bias of the interviewer, which may or may not be perceived by the respondent, or the interviewer himself, could influence responses. Also, familiarity with the interviewer may cause the respondent to answer in ways to please the interviewer. Steps taken to offset such problems are discussed in the chapter section on the investigator as teaching consultant.



### Procedures

The results of this study are based on data collected from the experimental and control subjects. Data from the seven faculty in the experimental group, who participated in the entire teaching consultation process, included the POI, Teaching Analysis By Students (post-TABS), self-report questionnaire and personal interview. Data from the non-treatment group consisted of the POI. In this section, the data collection procedures used for each instrument are described.

The seven faculty members who had volunteered to participate in the teaching consultation process and the seven faculty chosen for the non-treatment group were initially contacted in early January, 1977, and asked if they would be willing to participate in a study of the teaching consultation process. The purpose of the study was very briefly described and faculty were assured that data from the study would be confidential and reported anonymously by the investigator. All fourteen faculty agreed to participate.

#### Personal Orientation Inventory

The POI instrument was administered at the beginning and end of the semester to all experimental and non-treatment faculty. Following their agreement to participate, faculty in the experimental and control groups received a

packet containing the research instrument and instructions for its administration. Both groups were given the packet during the week of January 24--28, 1977, several days prior to the start of the teaching consultation service. Due to faculty schedules and time factors, the faculty asked to keep the materials overnight. The completed questionnaires were either mailed to or picked up by the researcher on the following day.

Posttest data was collected after faculty members' involvement in the teaching consultation had terminated. The POI was readministered to both the experimental and control groups during the week of May 16-20, approximately two weeks after classes had ended for the spring semester. Completed instruments were either mailed to or picked up by the investigator. Time involved between pretest and posttest was approximately 14-16 weeks. In both groups, all subjects completed the pre and post tests using the POI.

#### Student Questionnaire (post-TABS)

The Teaching Analysis By Students pre-questionnaire was administered to students during the fourth or fifth week of the semester. The faculty member and consultant chose ten items from the original items to readminister to students near the end of the semester. This post-TABS questionnaire was administered to each faculty member's class during the last two weeks of the semester,

April 25-May 4, 1977. Post-TABS questionnaire results were used in this study to identify changes in the instructors' teaching skills and behaviors as perceived by students.

### Self-Report Questionnaire

Besides taking the POI as an indicator of personal growth changes, the faculty in the experimental group completed a self-report questionnaire and were interviewed by the investigator. The faculty involved in the teaching consultation process received the self-report questionnaire in early May, following their last session in the teaching consultation process. Directions for completion and an addressed return envelope were included with the questionnaire. All seven faculty had returned the questionnaire by May 30, 1977.

### Personal Interview

The personal interview, conducted with each subject in the experimental group, was the last phase of the data collection process. It was decided that the personal interviews would be more productive if faculty were given advance notice about the areas to be explored during the interviews. Thus, a week before each interview was scheduled, the faculty member was mailed a brief interview schedule (Appendix F) indicating the kinds of questions that would be asked during the interview.

At the agreed upon time, the interviewer met with each faculty member in his or her office and conducted the interviews. The questionnaire was used as a framework for the interview. Faculty, in responding to questions, moved freely from one question to another. The investigator guided the interviews and assisted faculty in elaborating, clarifying or expanding on their responses. All of the interviews were tape-recorded with the permission of the faculty interviewed, and most interviews were completed in 45-60 minutes. The interviews began on June 13 and concluded on June 23, 1977. Interviewing was not initiated until a few weeks after faculty had completed the teaching consultation process so that they could reflect on their participation in the process in terms of its effect on their teaching lives.

#### Investigator as Teaching Consultant

In this study, the author performed the dual roles of investigator and teaching consultant. There were several reasons why this arrangement was necessary. First, the geographic isolation of the investigator was a primary consideration. The regional campus of Indiana University where the study took place was one thousand miles from the Clinic To Improve University Teaching. The possibility of procuring the assistance of a trained staff person from the Clinic was non-existent. That same distance made it economically impossible to train and monitor teaching

improvement specialists who might agree to test the teaching consultation process on the University of Massachusetts campus.

Additionally, the investigator's professional isolation was another factor which was considered. The investigator was lone director, staff and teaching consultant for the Indiana University teaching consultation program. The campus has no full-time graduate students, nor did the investigator's program have a budget to hire or train someone to implement the process even on a part-time basis.

Finally, this investigator was strongly motivated by her own experiences and interests to pursue the question of personal growth in a teaching improvement paradigm. Such motivation gave her a stronger commitment to this study than would have been likely in an outside consultant.

The unique role of the investigator as consultant had several advantages beyond that of consultant interest and motivation. As the process was confidential, participants were able to trust the consultant and were able to be free and honest with their opinions and beliefs. Also, the dual roles allowed the investigator to carefully monitor activities and data collection procedures, assuring high involvement by participants and a high rate of return on data collection instruments.

The use of the investigator as consultant was not without its disadvantages, however. The expectations of



the investigator could bias the feedback and analysis of participants' data. In an attempt to eliminate investigator bias, Dr. Pamela Trent, Center for Educational Development, University of Illinois, Chicago, was employed as an outside consultant to provide an objective view on data analysis.

Additionally, working as a consultant and managing the smooth operation of an exploratory study involved a good deal of extra time spent on each faculty member involved. The extra expense of time might not be possible in future studies, particularly with a one person staff.

The investigator's personal relationship with faculty afforded them the opportunity to be open and honest in their opinions. At the same time, as with all studies of this nature, the personal relationship ran the risk of biasing the participants' feedback. The considerable length of participant involvement, however, should have alleviated some of the possibility that participants would only tell the investigator what they perceived would please her (Bruyn, 1966). The present study, then, must be considered in light of the author's dual roles as investigator and consultant.

In summary, this chapter has described the methods and procedures used to collect information about the major questions of this study: (1) Does the teaching consultation process promote personal growth of faculty as well as change

in teaching skills?; and, (2) To what degree and in what ways do faculty experience personal growth as a result of the process? In order to shed light on those questions the study sampled fourteen faculty on an Indiana University regional campus (seven experimental and seven non-treatment subjects) and employed several methods of data collection. Those methods included a Personal Orientation Inventory, a student questionnaire, a self-report questionnaire and a personal interview. The upcoming chapter reports the findings related to the two primary questions under investigation.

The conquest of self is in a sense the inevitable consequence of true self-knowledge. If the self is shattered by a genuine awareness of its situation, there is the power of a new life in the experience.

Niebuhr

## C H A P T E R V

### RESULTS AND DISCUSSION

In order to determine the effect of a personal growth component in a teaching improvement process, this investigator asked two primary questions: (1) Does the teaching consultation process promote personal, affective growth of faculty as well as change in teaching skills?; and (2) To what degree and in what ways do faculty experience personal and professional growth as a result of the process?

The nature of the investigation was multi-faceted. A variety of data collection procedures were utilized to discover ideas and insights and to seek answers to the major questions under consideration. The exploratory design of the study was purposeful; the investigator anticipated that the combined data would form their own distinguishable patterns and trends.

After initial examination and analysis of data three major patterns emerged. As a result of involvement in the teaching consultation process the experimental subjects pointed to (a) changes in perceptions and awareness of self

as teacher; (b) changes in perceptions and awareness of students (e.g., needs, attitudes); and (c) changes in teaching skills and behaviors.

In order to both present and interpret the variety of data, this chapter is divided into two sections. The first section briefly reports the results of each of the data collection instruments. The Results section is divided into four areas: The Personal Orientation Inventory (POI), the Student Questionnaire (post-TABS), the faculty Self-Report Questionnaire, and the Personal Interview.

The second section of the chapter analyzes the results in terms of the major trends which distinguished themselves. Discussion of the results is divided into three distinct areas: (a) Awareness of Self As Teacher, (b) Awareness of Students, and (c) Change In Teaching Skills And Behaviors. The chapter concludes with a profile of personal growth experienced by faculty involved in a teaching consultation service in light of the trends suggested by this study.

### Results of the Study

#### Personal Orientation Inventory.

The data reported from the POI were for seven experimental subjects and for a corresponding number in the control condition.

First, a two-tailed t test was performed between the pre-test mean scores of the experimental and control groups

to ascertain whether or not there were any significant differences between groups before treatment. No degree of significance ( $p < .05$ ) between the two groups was found on any of the 12 POI scales. Second, a two-tailed  $t$  test was performed between the correlated mean scores of each group on both the pre- and post-tests.

Table I presents the means, standard deviations and  $t$  values of pre- and post-test scores for subjects in the experimental and control conditions on all POI scales. The data revealed that all twelve mean scores of the experimental group changed in a positive direction following their involvement in the teaching consultation process. Statistically significant ( $p < .05$ ) pre- to post-test changes occurred on three of the twelve scales, including the two major scales, Time Competence (TC) and Inner-Directedness (I) and the subscale of Capacity for Intimate Contact (C). Marginal significance was obtained on the subscale of Self-Acceptance (Sa).

Examination of pre- to post-test mean scores of the control group revealed that four subscales grew in a positive direction, but seven, including the two major scales of Time Competence and Inner-Directedness, moved in the direction of less positive functioning. The subscale of Self-Acceptance (Sa) was statistically significant for the control group.



TABLE I

MEANS, STANDARD DEVIATION, AND TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF POI SCORES ON PRE- AND POST-TESTS FOR EXPERIMENTAL AND CONTROL GROUPS

POI Scale	Experimental Group				Control Group					
	Pre-test M	SD	Post-test M	SD	t df=6	Pre-test M	SD	Post-test M	SD	t df=6
Time Competence (Tc)	18.29	2.92	19.00	2.70	2.50*	16.00	4.20	15.00	3.91	-.96
Inner Direction (I)	89.43	15.93	97.14	10.51	2.35*	84.43	19.45	84.28	18.20	-.07
Self-Actualizing Values (SAV)	20.71	3.72	22.28	1.70	1.51	21.15	3.77	20.00	3.79	-1.80
Existentiality (Ex)	21.14	5.17	23.00	5.03	1.36	20.57	6.80	21.57	4.65	.82
Feeling Reactivity (Fr)	16.86	3.33	19.14	.69	1.73	14.43	5.09	14.71	4.82	.26
Spontaneity (S)	12.86	3.62	14.29	1.98	1.76	12.00	4.50	11.86	4.98	.16
Self-Regard (Sr)	13.29	2.43	14.00	1.73	1.70	12.85	3.85	12.00	3.65	-1.44
Self-Acceptance (Sa)	17.43	3.46	19.00	3.65	2.29	15.00	5.80	14.14	5.14	-2.52*
View of the Nature of Man (Nc)	12.71	1.98	13.14	.69	.66	12.57	1.28	12.57	.98	0
Synergy (Sy)	7.14	1.87	7.86	.69	1.51	7.43	.98	7.14	.69	-.79
Acceptance of Aggression (A)	18.29	4.23	19.29	2.06	1.02	15.57	3.95	16.14	4.41	1.00
Capacity for Intimate Contact (C)	18.71	3.64	21.29	2.14	2.46*	17.71	4.39	19.00	5.56	.79

\* p < .05, two-tailed test

\*  $p < .05$ , two-tailed test

### Student Questionnaire (post-TABS)

Complete summarizations of student responses to the post-TABS questionnaire for each of the seven experimental subjects are found in Appendix G.

Each experimental subject chose items from the original 38 on the TABS and students were asked to indicate their perceptions of change by responding to a four-point "amount of improvement seen" scale and a five-point "amount of improvement still needed" scale. Because of the individuality of item choices among subjects and the number of scales students could choose from, measurement of overall group change in teaching skills and behaviors was not feasible. However, an average of change for each subject, as perceived by his students, was possible.

Table II reports the mean scores of change for each of the seven experimental subjects in four subgroups of Significant Improvement, Some Improvement, No Change/No Improvement, and Improvement Needed. For the purpose of this investigation, students perceptions were divided into these four major subgroups. "Significant Improvement" of teaching skills and behaviors was indicated by the percentage of students who reported that they saw much or some improvement and felt little or no improvement was needed. "Some Improvement" was indicated by the percentage of students who reported that they saw much or some improvement but felt that improvement or considerable improvement was needed. "No Change/No Improvement

TABLE II

MEAN SCORES OF THE PERCENTAGE OF STUDENTS RESPONDING TO THE  
POST-TABS QUESTIONNAIRE IN FOUR SUBGROUPS

Subgroups	Experimental Subjects <sup>a</sup>						
	1	2	3	4	5	6	7
	Percentage of Students Responding						
	%	%	%	%	%	%	%
<u>Significant Improvement</u> (much or some improvement, no or little improvement needed)	53	46	48	41	35	57	57
<u>Some Improvement</u> (much or some improvement seen, improvement or considerable improvement needed)	15	13	12	19	8	7	15
<u>No Change/No Improvement Needed</u> (no apparent change, no or little improvement needed)	29	27	22	16	46	24	10
<u>Improvement Needed</u> (no apparent change or performance worse, improvement or considerable improvement needed)	15	12	18	22	14	11	22

<sup>a</sup>Number of students responding in each class:

Subject 1 = 20

Subject 2 = 43

Subject 3 = 20

Subject 4 = 23

Subject 5 = 20

Subject 6 = 33

Subject 7 = 40

Needed" was indicated by the percentage of students who saw no apparent change and felt no or little improvement was needed. Finally, "Improvement Needed" was indicated by the percentage of students who saw no apparent change or felt the performance was worse and indicated need for improvement or considerable improvement.

The mean scores in Table II indicate that between 35% and 57% of the students saw significant improvement in the skills and behaviors that had been the foci for their instructor's improvement efforts. Between 7% and 19% of the students saw some improvement in teaching skills. No apparent change and no improvement needed were indicated by between 16% and 46% of the students responding. By the end of the semester only 12-22% of the students had seen no apparent change and suggested that improvement or considerable improvement was still needed.

#### Self-Report Questionnaire

A summary of responses by the seven experimental subjects to the self-report questionnaire is presented in Appendix H. Both fixed-choice and open-ended responses indicated a generally positive reaction to all aspects of the teaching consultation process. All responses to the close-ended questions fell in the top two categories of "strongly agree" or "agree" in terms of satisfaction with the process and the consultant's personal and professional competencies. Essay

responses to the open-ended questions indicated satisfaction with the process in terms of personal development, awareness of students and change in teaching skills. One of the seven subjects indicated a preference for an interview and did not respond to any of the open-ended questions. Specific examples and quotations from the fixed-choice and open-ended responses are incorporated into the upcoming discussion of results as they relate to the themes suggested by the data.

### Personal Interview

The personal interviews with each of the seven experimental subjects lasted between 40-60 minutes. Because of the length of the interviews, duplicating the entire transcript of each was not deemed useful. Instead, the transcriptions of faculty members' responses were grouped and analyzed in terms of the major patterns and trends that arose from consideration of the data. During data analysis and interpretation, this investigator drew extensively upon the respondents' personal interview narratives. In the discussion section of this chapter, numerous examples and direct quotations from the interviews are used to illustrate and corroborate conclusions suggested by other data sources.

### Discussion of the Study

Data generated in this study provided a variety of information on the issues of whether or not the teaching



consultation process promoted personal and professional growth of faculty; and, to what degree and in what ways did faculty experience growth as a result of the process. Three central areas of focus were suggested by analysis and interpretation of the POI, Student post-TABS, faculty self-report questionnaire and personal interview results:

- (a) changes in perceptions and awareness of self as teacher;
- (b) changes in perceptions of students; (c) changes in teaching skills and behaviors.

This section begins with an examination of faculty members' sense of change in perceptions and awareness of themselves as teachers. Analysis includes discussion of the POI, self-report questionnaire, and personal interview findings of interest to this area. Second, faculty changes in perceptions and awareness of students is discussed, utilizing data from the self-report questionnaire and personal interviews. Third, faculty perceptions of changes in teaching skills and behaviors are presented using the self-report questionnaire and personal interviews as data sources. Data from students post-TABS questionnaire results are used to corroborate the accuracy of faculty perceptions of change in teaching performance.

In each of these areas, extensive examples and directly quoted passages from the personal interviews and self-report questionnaire are combined with personal growth data (POI) and student data (post-TABS) in order to distinguish and

underline the themes that surfaced. The section concludes with a profile of personal and professional growth of faculty members involved in the teaching consultation process--a profile drawn from the patterns which emerged in this study.

### Awareness of Self as Teacher

A basic premise of this exploratory study has been that fostering the personal development of faculty is an essential element in teaching improvement efforts. Increased self-awareness on the part of the instructor provides the first step toward seeing students and his teaching life from a new perspective. In order to determine whether or not faculties' perceptions and awarenesses of themselves had changed as a result of the teaching consultation process, information from the POI instrument as well as from questions in the self-report questionnaire and personal interviews related to this theme were gathered. Data generated from these three sources provided insights into a number of issues determined by this investigator to be central and related to faculty changes in awareness of self as teacher. This section will first discuss the results of the POI instrument and then outline and elaborate the themes which emerged from the self-report questionnaire and personal interviews.

First, an overview of the POI results indicated that the experimental group grew in a more positive direction on all 12 scales than did the control group. In fact, the experimental

group's post-test mean scores were higher than pre-test scores on each of the 12 POI scales. More importantly, the scores were statistically significant on the two major scales: Time Competence (TC) and Inner-Directedness (I) which are the important overall measures of growth toward self-actualization. The Time Competence scale measured the degree to which the subjects live in the present with full awareness, contact and feeling reactivity. It assessed their ability to tie the past and the future to the present in meaningful continuity, and their aspirations to present working goals. Growth on the Inner-Directedness score measured the degree to which the subjects are inner- or self-directed persons, guided primarily by internalized principles and motivations rather than by external influences. The experimental subjects post-test mean scores also reached significance on the subscale of Capacity for Intimate Contact (C) which measured subjects' ability to develop meaningful, contactful relationships with other human beings. Moreover, the groups' scores reached marginal significance on the subscale of Self-Acceptance (Sa) which measured subjects' affirmation or acceptance of themselves in spite of weaknesses or deficiencies. The experimental subjects' movement toward more positive functioning, particularly on the two major scales important to personal development and interpersonal functioning was encouraging as a measure of personal growth.

On the other hand, the control groups' post-test mean scores were increased on four scales but declined on seven of the scales, including the two major scales. The control group's scores were significant on one subscale, Self-Acceptance (Sa).

The more positive results of the experimental group's scores suggest that a teaching consultation process which focuses on expanding awareness of self as well as improvement in teaching skills may be an effective method for fostering increased levels of personal growth, self-actualization and interpersonal functioning of faculty who volunteer for such a process. The significant results on three scales, Time Competence, Inner-Directedness, Capacity for Intimate Contact, also correlate closely with perceptions of personal growth that faculty verbally expressed and will be further related to faculties' perceptions of change in this chapter.

While the POI results were encouraging, examination of responses to the self-report questionnaire and personal interviews offered further insights into the kinds of changes in faculties' perceptions and awareness of their teaching selves. In responding to a forced-choice item in the self-report questionnaire, all seven experimental subjects reported that participation in the teaching consultation process had "contributed a great deal" to their growth in terms of "awareness of my feelings, attitudes and values as a teacher" and "awareness of possibilities for my growth



and improvement as a teacher." Moreover, six of the subjects felt the process contributed a great deal to their "awareness of strengths and limitations as a teacher."

Analysis of open-ended responses to the questionnaire and personal interviews further defined the parameters of the faculties' perceptions of self-growth. Respondents offered six major areas in which they felt personal growth had been realized. Responses seemed to coalesce into the following themes: (a) a sense of heightened awareness of self as teacher; (b) awareness of personal teaching style; (c) increased self-regard and affirmation of self; (d) knowledge and acceptance of weaknesses; (e) awareness of possibility for self-growth and change; and (f) awareness of personal growth outside of teaching life.

Awareness of teaching self. In terms of what they had learned about themselves as a result of the process, five of the faculty described what could be termed as a heightened sense of self-awareness about themselves as teachers. The following representative responses address this theme.

I've, first of all, become much more conscious of myself as a teacher. That may sound obvious or stupid. But I mean it in the sense that I've become much more sensitive to the teaching process as process, much more introspective and closely monitoring of myself. I catch myself now almost every class period that I teach and I'll say something and find I'm more aware of my audience, of what I am saying and doing. The whole teaching process and my role in it has become much more forward in my perception. (Humanities)



I find myself far more sensitively aware of myself in the classroom--how I look, my patterns and idiosyncrasies. Things I did in a twilight of consciousness and awareness are in the daylight now. (Professional School)

I'm seeing teaching as a becoming, not something you have mastered but an art you're constantly refining, constantly evaluating and reevaluating. Are the principles you believed in five years ago still valid? What things have gone on in your own life? What things have gone on in your own perceptions? Working with all these self-awarenesses has been a product of my involvement in the program. (Humanities)

Awareness of teaching style. Several of the personal growth exercises in the process (e.g., Introductory Personal Interview, Teaching Styles Activity) allowed faculty to identify and explore their own particular teaching style and its relation to students' learning styles. Four of the respondents reflected specifically on aspects of their teaching styles, and how knowledge of that style had been helpful to them.

Two of the four respondents had a strong sense of personal style and related their feelings about being able to work with and improve that style.

I feel it is important to point out that the changes have not been a matter of taking on a style that is foreign or artificial to me, but rather of adapting aspects of my present teaching style to achieve a greater effectiveness. One of the nice things about your approach is that it reinforces the positive aspects of one's style and works within the style and method that is most comfortable for you as a teacher. (Professional School)

Some people respond to authoritative dicta: "Improve these three points or else." But I don't respond to that. That threatens and disorients me. That's my learning style. That's what I've come to know as my teaching style, too. Students say, "Be tough on us, tell us our faults." I'd much rather say, "There are an awful lot of things I like about you and you could improve if...etc." I believe in supportive kind of communication. I always did but now I can relate my beliefs to a personal style of teaching. (Humanities)

The remaining two faculty who spoke to this issue indicated that reflection on their teaching style had allowed them to further understand or change their style to one more compatible with their feelings and beliefs about teaching and learning.

I was telling students everything. What I got from your program was the ability to wait for things to happen. I did gain a lot in that sense. It changed my whole perception of myself as a teacher from an instiller of facts to one of helping students along. I see myself more as facilitator than teacher. One person cannot teach another person. He can only help the other person to learn and that's where I am with that right now. (Professional School)

You can't expect you can meet all students' needs. We have different thrusts. In our program they get comfortable with one teacher and don't want to go on to someone else. I can understand their position better, but I can tell them that these other teachers have different things to offer. Different teaching styles are worth being exposed to. No one way is the best. (Professional School)

Increased self-regard and self-affirmation. One theme that appeared in all the respondents' interviews as well as many of their open-ended responses to the self-report questionnaire was a strong sense of self-affirmation and an

increase in self-confidence and regard as a result of their participation in the process. Several faculty spoke of having a clearer picture of their strengths as teachers. The following quotations illustrate the tone of a number of such responses.

I perceive myself as a better teacher than I thought I was. I didn't realize that I was doing a lot of things I should be doing--that was good. I was unaware of their significance and did them because it was my personal style. I think I do them better now when I do them consciously rather than spontaneously. (Professional School)

The process was a major factor in contributing to my own security and self-confidence. The uncertainty was the worst part--where is the boat being missed, the doubt, not being able to identify the problem. When you know what it is that you can work on, it releases your fears and encourages your improvement. (Humanities)

Half of the sample pointed to the variety of data sources in the process (personal growth activities, videotape, student questionnaire) as significantly related to their feelings of confirmation. The quotations below note some of the data which faculty found to be particularly helpful.

I think the process was extremely reinforcing. Even before it started I was fairly confident I was a good teacher. Nevertheless, you never get any kind of feedback that makes you sure of that because student evaluations by themselves are not enough. I think in this setting, with an outside consultant and a lot of data about yourself, you get a lot more objectivity. (Professional School)

I never felt bad about myself as a teacher but I think it was positive for me to see the results of the questionnaire, the videotape, your comments. I think when you work at a process you think more about your teaching and the more you think about your teaching, the more you think about yourself.

That has got to make you feel better as you see positive change. (Humanities)

There was some confirmation of the accuracy of my perceptions about my skills which made me feel good. I think going through the questionnaire that you used was very reinforcing from the standpoint of believing you are a good teacher--at least from the scores I got from students. (Professional School)

Finally, over half the sample pointed to the reinforcement of an outside consultant as a factor that influenced their feelings of self-affirmation. The role of the humanistic teaching consultant in fostering positive feelings in faculty is noted in the following comments.

There is very little reinforcement within the university for someone trying to improve their teaching. Superiors don't have the time to look at what you've produced. If you can get positive reinforcement from someone like you and from students it sure makes a big difference in how you see yourself. Someone appreciates what you're trying to do. We need something to make us want to go on improving. When no one says "you've partially succeeded, you're doing a fine job" what's the motivation for trying to improve more? (Professional School)

There was a supportive environment for change. You gave me confidence in myself and reinforced the self-confidence that I had so I could freely think about my teaching in a reflective, non-threatening kind of way. I do think had you come in different in terms of personality or style, had I perceived you as a threatening agent, it would have closed off any self-reflection and there would have been no transfer. (Humanities)

Knowledge and acceptance of weakness. Although the process provided a supportive atmosphere for participants and appeared to be a self-affirming experience, new awarenesses were not limited to merely positive ones. Along with a better



sense of their strengths, all of the participants reported an increased awareness of areas in their teaching lives which called for improvements. Such self-knowledge is critical because becoming aware of and owning dissonant patterns affords the instructor the opportunity to alter or move towards more satisfying behaviors.

Several faculty spoke of the necessity of becoming aware of and accepting their problems as well as areas of strength. The quotations below serve to illuminate this theme.

We need to be reminded from time to time and encouraged to make efforts toward improvement. The program confirmed and supported but it also pointed out things you could do better. I tend to see my errors first. I appreciated the image-building and then the suggestions for change. It lessens the threat and encourages change. (Professional School)

In some respects I was fairly surprised to see what I was doing was good. In other areas, I was surprised to see I wasn't doing as well as I could. I had to experience mixed awarenesses you might say. (Humanities)

I was worried that the consultant might not be willing to confront me with my limitations, but this was needless. Whatever the approach was, the limitations made themselves apparent to me through discussions without any sense of threat or sugarcoating. (Humanities)

I found things I was not aware of before. I would call them negative patterns but identifying them was a positive thing in the sense that I've become aware of them and I have grown and I hope the spillage has come across to the student. (Humanities)

One respondent coupled his awareness of his own problem areas with a commentary on teaching problems in higher education as a whole. The following quotation gives a glimpse of the



understanding reached by this one instructor.

It hit me that none of us have any substantial background or training in teaching and we don't even have the basic skills that our education programs attempt to develop in the potential elementary school teacher--programs that we tend to scoff at more often than not. We have not rigorously gone through the kinds of activities that prepare the teacher for the classroom. Somehow it is sufficient that we have obtained a research degree and somehow we assume we can make the transition from one side of the desk to the other. After this experience I think that it is apparently clear that we cannot all make that transition and be instantly and completely effective. (Humanities)

It appears the participants in the process achieved a comfortable balance between self-affirmation and acceptance of imperfections. Mean scores on the subscale of self-acceptance (Sa) further support faculty responses. The POI subscale which measured both acceptance of self and weaknesses reached marginal significance from pre- to post-test for the experimental subjects.

Possibility for self-growth and change. A fifth theme that emerged from the data was the respondents' awareness that despite their problem areas, there were real opportunities for personal growth and change in their teaching lives. A feeling that there were still new heights to reach for, still potentials for self-growth, characterized many responses. Often comments were offered in a sense of delight that teaching patterns and style were not static--that change was indeed possible. Samples of this theme are offered in the following responses.

I can imagine some people saying "I can't touch my teaching because it is a house of cards. If I pull one the whole thing will collapse. That is the way I teach and if you change one thing you will change me." If only they could experience how easy it is to change and grow if the wall of resistance is not built and fortified and fought for at all costs. (Humanities)

Another advantage is that you can see that if you really put your mind to it you can change your performance in certain areas. I think a lot of people say "This is the way I teach and that's it." But you can change things so that you have a repertoire of techniques to use if you want to. You can see the improvement; in my case we saw the improvement. (Professional School)

I find I am more accepting of my strengths and weaknesses as a teacher. I am comfortable with most patterns--uncomfortable with others. But the difference now is there is no longer a feeling of helplessness. I can now change--I have changed--that feeling is foremost. (Humanities)

Personal growth outside of teaching. The themes drawn from the data thus far have underscored the faculty members' heightened awareness of themselves in their teaching lives. A final, and a very significant theme that surfaced, was a sense among some faculty of changes outside of the sphere of teaching. Statements from four faculty uncovered feelings of change in self and in interpersonal dealings with colleagues and family. All would appear to support faculty development spokesmen (Gaff, 1975; Bergquist & Phillips, 1975) who have argued that change in the professional performance of an instructor often touches his family life, relationships with colleagues and self-image. The following quotations illustrate the personal changes this group of faculty underwent.

I hate to sound like a newly converted but it has really changed my life. There has been, without being maudlin or even exaggerating, a dramatic change. Well dramatic is probably the wrong word. But there has been a significant change in my life as a teacher and I think a strong carryover into my life. I just feel better about myself. If your principle thing you do for your livelihood, for your waking hours is teach and you feel better about it you are bound to feel better about yourself as a person. (Humanities)

It was the best thing I could have gone through at that time in my life. We talked about some of my patterns, one being my critical attitude towards students. I noticed that comments to my children and wife were also very often negative--don't do this or that. I saw a need to be much more positive with them and by the same token, I saw a need to provide that positive support to students. (Professional School)

It has been an ego-strengthening process. My sense of self-adequacy has been strengthened and not just in the realm of teaching. My focus is on teaching. When I found that I was as effective, maybe even more than I thought I was, this was bound to make me feel more self-assured, much more secure and reinforced as a teacher and outside of teaching. (Humanities)

As far as interactions with other teachers I feel really good about doing that now. Before I would have felt "what have I got to say." I think I'm doing a credible job in the classroom and I can trust my "wares" so to speak. I feel more at ease about sharing and learning from other teachers than I could have before. I'm more anxious to discuss my teaching with colleagues and family than I was before. (Humanities)

Respondents comments on the effectiveness of the teaching consultation process in terms of fostering personal growth often directly or indirectly referred to specific personal growth activities. The Introductory Personal Interview, Teaching Styles, Strength and Concerns and Teaching Patterns

activities (Appendix C) seem to have been particularly useful to participants during their discovery and exploration of their teaching selves.

In summary, the participants in the experimental group appear to have experienced a heightened awareness of self as teacher as a result of the teaching consultation process. The results of the POI showed more positive growth toward self-actualization and interpersonal functioning on the part of the experimental group than the control group. Responses to the self-report questionnaire and personal interviews further reported personal growth in a number of dimensions. First, faculty indicated a heightened sense of awareness of self as teacher. Second, many felt more aware of their personal teaching style and how they might change and modify it. Third, all the participants indicated increased self-regard and affirmation of self. Besides awareness of strengths many respondents reported increased knowledge of and acceptance of weaknesses. Moreover, awareness of potential for future self-growth and change was indicated by half of the respondents. Finally, growth outside of teaching was reported by over half of the sample.

#### Awareness of Students

Humanistic educators have long asserted that facilitation of significant learning rests upon the relationship between the teacher and the learner (Patterson, 1973; Rogers, 1969).



Moreover, in research on college teaching, among the qualities which students perceive as comprising effective teaching, affective characteristics such as warmth, interest in students, good interpersonal relationships between teacher and students are consistently ranked high (Hildebrand, Wilson & Dienst, 1971; Wilson & Gaff, 1975). Thus, it was hoped that the teaching consultation process would promote and encourage not only awareness of self, but also awareness of others--most specifically of students.

One clear trend reported by all of the experimental sample in this exploratory study was a positive change in their perceptions of students and student needs. In order to examine that trend, the researcher drew upon data from the self-report questionnaire and the personal interviews. The POI subscale of Intimate Contact (C) which measures individuals' ability to relate to others was also examined.

In the self-report questionnaire, all of the experimental sample responded that they felt the teaching consultation process had "contributed a great deal" to their growth in the area of "awareness of students' attitudes and/or needs." Analysis of open-ended responses to the questionnaire and personal interviews served to further differentiate their sense of growth into five interrelated areas: (a) a general sensitivity to students' needs; (b) awareness of academic backgrounds and cognitive needs; (c) awareness of students' affective needs (interests, motivations, etc.); (d) awareness



of students' learning styles; and (e) increased respect for and rapport with students.

A sixth area, student involvement and participation in the learning process, surfaced in faculty discussions of areas they had improved on as a result of the process. Although student involvement is closely interrelated to the area of awareness of student needs, results are analyzed and reported under the concluding section of this chapter which discusses changes in teaching skills and behaviors. This decision was made because the topic of student involvement most frequently surfaced as faculty related their perceptions of changes in their teaching skills or behaviors.

Sensitivity to student needs. More than half of the respondents reported a greater sensitivity to student needs in general. Two responses were indicative of that feeling.

I gained additional perspective on the fact that my students often have needs similar to my own and that when they are not performing up to expectations, it may be due to the fact that I am not meeting certain of their needs. (Humanities)

My perceptions of students has definitely changed with regards to student needs. I always thought of myself as a student-centered teacher but I realized that I was not as student-centered as I thought I was. And of course, this is a different perception of me as a teacher, too. I had kind of thought that there are a priori things you do or that they should have done to them. I realize more than ever that their needs have to count as much as mine in the planning, in the teaching. (Humanities)

Two of the faculty members' increased sensitivity and empathy for the students seemed to have been awakened as a

result of the Introductory Faculty Interview, one of the personal growth exercises in the process.

When you asked me questions about what my students were like I guess I really wasn't sure. Going through this made me more aware of the way students think and the kinds of problems students have that teachers tend to take for granted. I feel I know more about what they think about, how they think about my subject and this has helped me. I suppose I forgot what being a student was like. (Professional School)

In the interview when you asked me about my students and my course structure it hit me that one instructor has one set of expectations for students and others have totally different ones. The student is in a boat being tossed about because no one is making expectations clear to them. I'm wondering if that is to make him or her more mature, if it has a positive function. I would tend to doubt it. I would think that lack of clarity has a very negative function. (Humanities)

#### Awareness of academic backgrounds and cognitive needs.

Most of the respondents also pointed to some greater awareness of students' academic backgrounds and cognitive needs as a result of the teaching consultation process. Their heightened awareness in this area is clearly illustrated in the interview excerpts below.

Faculty need some assessment of students' basic abilities. It's not the same student population as 1935 but it's the same classroom. Faculty and their ways of teaching have not changed but students have changed greatly and I honestly don't think faculty are aware of how much. My understanding of students has changed substantially in that many of the topics I tend to discuss in great detail are too abstract, too beyond the students' levels of reasoning. We must learn to develop courses around a clear perception of student capabilities. (Humanities)

I work with adults as well as traditional learners. I'm more aware that a lot don't have high self-concepts of their own ability. They are afraid they won't do well. They may have had failures before. During the semester I think we've learned that some just don't have the skills needed. They may be rusty because they haven't used them or they might need remedial help. Pinpointing these problems has been valuable to me. (Professional School)

I am more aware than I would normally be of the tremendous range, variety and backgrounds of the students. Our discussions with them bore that out. What the problem calls for from me is the utmost output in sensitivity and communication skills. (Professional School)

Awareness of affective needs. As well as awareness of students' needs in the cognitive domain, several of the respondents mentioned an increased awareness of the importance of affective elements in the learning process such as students' motivations, attitudes, interests and perceptions. Several comments offered here underscore the participants' learnings in this area.

I think I was making a mistake in thinking they were like myself, in that I'm interested in and focusing on these concepts. I'm aware of them and they stay with me. I guess I subconsciously expected them to have the degree of interest that I have in my subject area. If they don't have that interest they tend to not retain for that reason in addition to normal memory lapse. I didn't really perceive the importance of helping the students get interested, get ready to learn. (Humanities)

I was schooled in an environment where the instructor lectured and you went home and took exams and everything was objective and measurable and there was little attention, I would say none, paid to perceptions and attitudes as far as students were

concerned. I realized that I need to pay attention to motivating, stimulating interest and listening to students. Your process allowed me to incorporate these learnings that I couldn't measure objectively but were important. (Professional School)

I had to be aware of the kinds of needs they had and at first, I don't think I really was. I think it was more standing in front of them trying to present as much information in the time allowed as I could. Not really taking time to find out whether they were understanding, using, or even interested in the information. As I got involved in the process I became more aware that they had a lot of personal experiences that related to the topics at hand. I think the fact that I became more aware of what they had to offer and tried to involve them in that way was one big thing that changed. (Humanities)

Awareness of student learning styles. One specific personal growth exercise was an analysis and discussion of students' learning styles and how they related to faculty teaching styles. (See Teaching Styles, Appendix C). More than half of the respondents referred to an increased awareness of the variety of ways in which students learn as a result of that particular exercise. The following responses illustrate faculty's sensitivity to learning styles.

I've become aware of learning styles which was something I hadn't considered deeply. I suppose implicitly I knew that people learned differently just because of my contacts with students--some were slower or more independent. But just to talk with you about learning styles as such and again to develop a category has helped. I think my whole perceptual set here has been altered by your introducing new categories for me--for seeing myself, seeing my students and the interactions between us. (Humanities)

This process has really made me conscious of students' needs to a much greater degree. A reflection on my teaching style and how it related to my students' learning styles helped me to see



why some students had problems adapting to my class format and instructional style. (Humanities)

As a result of being in the program I learned a good deal about and from my students...I learned that the learning styles of the students in my classes ranged broadly, and that a flexible course is the best way to accomodate the many learning styles. (Reflection on learning styles gave me additional insights into my teaching style at the same time.) (Humanities)

I have a greater faith in students to follow their own learning styles instead of trying to cram them into one pattern. I can relax more, knowing that several paths can still bring them to the necessary place. (Professional School)

Increased respect for and rapport with students. Within their discussions of students, participants touched upon a last theme. This final theme that emerged pointed to faculty members' increased respect for and rapport with students. Although it was reported primarily in personal interviews, it was also reflected in the POI scores. The mean scores of the major scales, Time Competence and Inner-Directedness, which measured personal development and interpersonal interactions reached significance for the experimental subjects. Also, a subscale which reached statistical significance for the experimental group was that of Capacity for Intimate Contact (C) which measured individuals' ability to develop meaningful relationships with others. The benefactors of that growth in faculty might well have been their students in light of comments faculty made. One instructor focused on the change as a result of the Introductory Personal Interview while others felt it grew from many aspects of the process combined. In all cases, respondents expressed



greater acceptance of students' capabilities, feelings and opinions. Many seemed to encounter students on a more personal basis. In fact, in describing changes in their attitudes and behavior towards students faculty seemed to reflect the characteristics necessary in the helping relationship: empathy, respect and genuineness. The following comments illuminate the tone of such faculty responses.

When you interviewed me about my students I didn't know very much about them, to my embarrassment. I found myself making a point of getting to know each students' name in my class. I also tried to talk with them outside of class. Now if they have unique experiences I can use to illustrate a topic, I know enough about them to involve them. (Professional School)

I have become acutely aware of the fact that a deep sympathy for and awareness of the student is something none of us have too much of--or at least I found I possessed less than I would have liked to. I am now keeping closer watch over signs of communication problems and for ways to bridge the gap, to get closer to students. (Professional School)

I found that many students, even in an introductory course, have a great deal to contribute; I learned that I must become a better listener. (Humanities)

I'm not seeing any more or less of students in quantity of contact but the quality of our interactions has changed. Maybe I'm better able to talk to them, better able to see what they are driving at. It's a much tighter focus on their problems, on what they are saying to me. I get a sense that I am helping them more. When I meet a question or problem they are more satisfied. I am perceiving this. (Humanities)

A few days ago three of the students from class stopped by my office and we talked. This was a big thing for me. As I told you, for awhile I felt students were drifting away from me or me from them. This bothered me. I'd tell my wife and she'd say I had a million other things to worry about and why let this get to me. But it did. It really bothered me. I think our

discussing these things and how I can deal with them has opened new ways for me to approach students and for them to approach me. The fact that they stopped by to talk is something. I felt very pleased about that. (Humanities)

In summary, all the subjects in the experimental group appear to have experienced a heightened awareness not only of self, but also of students and their needs as a result of their involvement in the teaching consultation process. The quotations from interviews and essay responses to the self-report questionnaire illustrated five major and inter-related themes that emerged from the respondents' comments. First, faculty perceived themselves as more sensitive, in general, to students' needs. Second, they felt they had become more knowledgeable of students' cognitive needs and academic backgrounds. Moreover, their comments reflected a greater awareness of students' affective needs. Faculty also seemed to have increased understanding of the variety and range of students learning styles. Finally, participants spoke of increased respect for and rapport with students they taught.

#### Change In Teaching Skills and Behaviors

Thus far, results have demonstrated that the teaching consultation process appears to have had a significant effect on faculty members' changes in awareness and attitude toward self and students. Yet it was also necessary to explore the effect of the process in terms of improvement in teaching

skills and behaviors. As the process focused on the inter-relationship of personal and professional growth, changes in affect without concurrent changes in teaching behaviors would have indicated limited effectiveness of the process. Changes in teaching behaviors were assessed through the student questionnaire (post-TABS), self-report questionnaire and personal interview responses. This section will examine all three data sources.

With respect to forced-choice items on the faculty self-report questionnaire, all of the participants felt the process had contributed some or a great deal to their growth in the area of "awareness of teaching style and behavior in the classroom." Additionally, all the participants agreed or strongly agreed that the teaching improvement activities they tried helped them improve their teaching.

Analysis of students responses (Table II) concerning their perceptions of teaching improvement served to corroborate faculty responses. The data indicated that between one-third to more than one-half of the students saw significant improvement in skills and behaviors that had been the foci for their instructor's improvement efforts. Approximately one-fifth of the students saw some improvement in skills and behaviors. By the end of the semester only approximately one-fifth of the students had seen no apparent changes and suggested that improvement was still needed by their instructor.

Analysis of the open-ended responses to the questionnaire and personal interviews served to differentiate the faculty members' sense of growth in teaching skills and behaviors into three general areas: (1) increased interest and involvement of students in the course (this included use of instructor discussion skills, variety in methods, questioning skills, and positive reinforcement for student involvement); (2) increased use of organization and clarity skills (included course planning and organization, pacing, class organization--introduction, summaries, closure); (3) awareness of skills needed for evaluating students. Significantly, in a number of studies on teaching skills and behaviors (Hildebrand, Wilson & Dienst, 1971; Rosenshine & Furst, 1973), behaviors such as organization and clarity, encouragement of student questions and class discussion, enthusiasm, interest in and personal relationships with students correlated with gains in student achievement or attitudinal changes. Hence, faculty perceptions of change in each of these areas deserves and will receive a closer examination.

Increased student involvement and interest. One theme that emerged from all of the respondents' interviews as well as from many of the essay responses to the self-report questionnaire was a strong sense of change in the instructors' skills in promoting student involvement and interest in the course. Issues related to this area included changes in student participation skills, use of different teaching



techniques, improvement in questioning skills and increased support for student involvement.

More than half of the respondents pointed to an increase of participation in their course, either through instructor directed exploration of ideas or a more student-centered discussion where the instructor facilitated interactions among the students. The quotations below give some idea of the range in participation styles of the faculty.

I personally feel that the outside observer and the way you map the class added to my understanding. I have found it even more useful than the taping. As far as class discussion there was or was not, I had never been at all aware of what the level of discussion was, how much and what kind. Maybe I don't have much more discussion now but I am more aware and concerned about it. (Professional School)

I've tried consciously to involve students directly in the session. I found one student who really benefited from it. He had not understood a concept and he worked with his peers as well as me, and left perceiving a whole new concept. He was pleased and I was pleased. The rest of the students were aware of their part in that, too. (Humanities)

When I first began the process I was very concerned with how to create more interaction among the students. Throughout the course of the semester it seems you suggested several ways in which I could break the students down into small groups. As a result, the students became more comfortable with each other and often directed questions and responses to each other rather than to me. Because of those suggestions I am aware of several new possibilities for handling discussion. (Humanities)

The process made me vividly aware that one hour and fifteen minutes of lecture guaranteed nothing as far as student learning was concerned. My tests told me that. I think we all go in prepared but just because we've said it does not mean it happens. Instead of me always telling I now give students problems more



often and have them come up with various solutions.  
(Professional School)

Providing more student involvement through the use of different teaching methods was explored by three of the participants. The following comments illustrate their reactions to the use of activities such as case studies or team work to provide variety in their lecture courses.

I think a major difference that I noticed was that I had never really thought or was aware what student attitudes were toward team or group efforts. I think they were very receptive to it and I find that a very effective tool to use. It serves a couple of purposes. First, it increases motivation on the part of students. Second, it removes boredom in what would otherwise be tedious problems. Third, it is an efficient way to do class work. They work faster, are more confident and seem to be reinforced by each other. It is not always applicable, but it can be used in a lot of situations. Maybe it's more sociable for students too. (Professional School)

The intensity of student involvement in the case study surprised me. The course is one of those they take that doesn't matter. It's not a requirement. My opinion was that people took it to get three hours out of the way, and I think I was unconsciously going along with that attitude. I felt one does not have to do much because who cares what you do anyway. Talk about fatalistic. I thought that exercise would bomb and was surprised and happy with the results. My perceptions of students' attitudes toward the subject matter and toward involvement changed. (Humanities)

Another theme on which faculty commented was improvement in questioning skills. Participants felt expansion of their skills allowed them to promote more student participation and to surface more thought-provoking and critical issues. The quotations below illustrate their feelings.

I think the process forced me to be sure that at all times students were included in my planning. That I might not have been doing. I saw that if someone had a question I often cut them off early or not directly addressed them, that kind of thing. I'm more conscious of how I deal with student questions. (Professional School)

I'm more sensitive to the follow-up questions. I'm probing and not afraid to spend some extra time. I've shed the myth of covering the material--you end up playing hopscotch. Getting in something that is worthwhile, a real problem or concern for students at that moment comes first now. They are ripe for learning. They have a problem and are looking for an answer. How can I close them off to some stimulating discussion? (Humanities)

I learned that just saying I want participation was not enough. I have to exhibit more enthusiasm and interest so that I'm not simply asking a question, but I want to get an answer. I thought I was doing it but I really didn't. My questions may have been seen as fillers simply because I wasn't trying to draw out the question, or give any support for answers. It was something I was unaware of and hopefully the awareness will change me. (Humanities)

One thing I learned was not to fear silence. That was valuable. It seems easy to figure out that it takes time to respond. But when the silence is ominous you want to do anything to break it. I'm much more comfortable with throwing out a provocative question and just waiting for a lightbulb to go off. This behavior is appropriate to our students who have a lot of life experiences to draw from. It worked so beautifully to say, "there are more of you than there are of me. Let's pool what we know to come up with answers." And they came up with experiences better than my notes. It blew my mind. It really did. (Professional School)

A final theme that surfaced in the area of student participation and involvement was faculty awareness that in order to encourage inquiry, creating a positive, supportive atmosphere is essential. Several professors spoke of becoming more sensitive to interactions with students during

discussions and of working harder to maintain an atmosphere of mutual respect. The following comments are excellent cases in point of faculty who focused on building a classroom climate that was more positive and growth-enhancing.

I know I had an awareness of myself as one who always reinforced students. Then, by seeing the tape and your comments, I realized that while I may have acknowledged responses occasionally, I didn't really do anything to support the student when I should have. I've tried to change that, but it is not an easy pattern to break. (Humanities)

One thing I learned from your comments was that I used to be fairly critical of students all of the time--pushing for right answers. They really like to be told or given a compliment when they do something right. What I try to do now is when they do answer a question and it has some merit I point that out first and then get to the criticism. And I find that an improvement as far as increasing the level of discussion with students. More people are willing to venture forth if you're willing to give them credit for what they try and are not too critical at first. I still believe, as part of the teaching process, when they say something inexact, you point it out. The way I point it out, however, has changed dramatically. (Professional School)

Improvement in organization and clarity. A second general area in which faculty perceived improvement in their teaching skills was that of organization and clarity. Two faculty felt they had increased their skills in arranging and presenting course material and activities into an organizational framework which allowed students to perceive the relationships among topics and activities. The excerpts below illustrate each of the faculty member's sense of change.

One thing the process made me do was to sit down and identify what basic concepts, methods, and topics I really wanted to use in the course. I

had gut feelings, but the interview made me sense the lack of direction in my courses. Now I'm writing everything down on paper and scratching the irrelevant. (Professional School)

What we worked on in organization was helpful. I found out, in working with you what I really wanted them to know. During fall semester I thought that they should know everything. There is no way a student can learn everything in depth, you need to select materials to emphasize. I am now getting to the important ideas, the basic concepts. (Professional School)

More than half of the faculty referred to increased organization of their class sessions as a positive and noticeable change. They cited skills such as using an introduction for each session, distinguishing between major and minor topics and concepts, and summarizing the important points of the session with a closure activity. Comments on changes in each of the above skills and behaviors were drawn from the interview responses.

(Introduction)

I found out that students need to know where we're heading from the start of class. Even though I don't always write an outline on the blackboard, I now begin each class going over what we talked about, stressing where we are going and what they are expected to know. Internally I knew all these things, I just never verbalized it for students. (Professional School)

(Major/Minor Topics)

I changed in one area dramatically. I had always thought that I made strong distinctions between what was important and incidental in the course. You, the tape, and students pointed out that I did not. It has become apparent to me that I have to make an effort to distinguish important points in my presentation. At one point your log showed an hour of lecture information that all seemed equally important, which was not the case. (Humanities)



(Closure)

The key to things having an effect is to have something to really think about--to pay attention to. I have made continual efforts to summarize material at the beginning and end of lectures to help students focus on the important points as a way of helping them recall what they've learned so they'll be ready to receive what I give them next. (Humanities)

Improvement in evaluation procedures. The final area in which faculty indicated improvement or need for improvement was that of evaluation. Well designed evaluation procedures have been shown to motivate students towards improvement and facilitate retention of materials (Krueger, 1974). Additionally, planning, constructing and grading exams not only help in motivating and assessing student learning but also help the teacher in clarifying his goals and objectives. The following comments suggest some of the awarenesses reached by faculty in this context.

My tests were not always fair. I became aware of small injustices that added up. I never put values on each problem and sometimes designed the test so that one wrong problem and you nearly failed. I never gave reviews. I thought of that as spoon-feeding. I now see that students have an absolute right to have some idea of what they are supposed to know. It's hard to believe such a simple fact eluded me. I used to think students complained for the sake of complaining. I suspect they had reason to. (Humanities)

I've been trying to write better tests. I keep seeing the students as wanting to produce on the test, sometimes frustrated because they were not ready for what I asked of them. I think that was partly my fault. Maybe I didn't prepare them properly, it was new, or I didn't give appropriate questions. I do have an awareness that is greater than before. (Professional School)



I've become more sensitized to testing and evaluation, and to letting students know how they are to be judged. Students were really unaware of how they would be evaluated. I suppose it was easier for me to be vague. I've become a lot clearer on evaluation procedures--I've got more work to do though. (Humanities)

In summary, faculty changes in teaching behaviors and skills were reflected in three major areas. First, faculty felt that student interest and involvement had improved. The factors involved in this change included improved discussion skills, variety in methods, questioning skills and support for students who became involved in class. Second, faculty felt improvement in organization and clarity skills. These included course planning and various aspects of class organization. Finally, improvement in evaluation skills was pointed out by a number of faculty.

Student data (post-TABS) served to corroborate the faculties' perceptions. Student responses to "the amount of change seen" in each faculty member's teaching indicated that between one-third and one-half of the students saw significant improvement in skills and behaviors that had been the foci for improvement efforts. On the other hand, less than one-fourth of the students saw no change and suggested improvement or considerable improvement was still needed.

### Summary

The combined results of this exploratory study demonstrate the impact of an affectively-based teaching consultation service. It appears to afford faculty the opportunity to grow toward what Maslow (1962) termed "self-actualization," Combs (1971) the "adequate self" and Rogers (1969) the "fully-functioning person." Despite the variance in the terms themselves, all are similarly defined, placing emphasis on "the development of the person's potential to be human, to understand self and others, and to relate to them" (Goble, 1970, p. 69).

In addition to increasing faculties awareness of themselves and others, their students most specifically, the process appears to strengthen and enhance teaching skills and competencies. As such, the teaching consultation process successfully interrelates the personal and professional growth of faculty. It offers a comprehensive process that provides training for the instructor in improving classroom performance as well as allowing for examination of and reflection on the personal philosophies, values, attitudes and concerns that directly influence professional life.

But self-examination, if it is thorough enough,  
is nearly always the first step toward change.  
I was to discover that no one who learns to  
know himself remains just what he was before.

Thomas Mann

## C H A P T E R VI

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary of Findings

In order to determine the effect of a personal growth component in a teaching improvement process, the author asked two primary questions: (1) Does the teaching consultation process promote personal, affective growth of faculty as well as change in teaching skills?; and (2) To what degree and in what ways do faculty experience personal growth as a result of the process? Information related to these questions was collected through a combination of questionnaire and interview procedures.

From among the full-time faculty on an Indiana University regional campus, the research sample consisted of seven experimental and seven control subjects. The experimental subjects participated in the full teaching consultation process during spring semester, 1977, while the control subjects received no treatment. Sample size was limited to fourteen due to the nature of the teaching consultation process, which involved a considerable expenditure of time.

Given the purposes of this exploratory study, the advantages provided by a limited sample size in terms of allowing for in-depth exploration of personal changes were judged to outweigh the disadvantages.

Data were collected through a combination of procedures which included, the Personal Orientation Inventory (POI); a student questionnaire (post-TABS); a faculty self-report questionnaire; and an in-depth personal interview.

The variable of personal growth was measured by the Personal Orientation Inventory (POI) which was administered to both the experimental and control groups at the beginning and end of the semester. In addition, at the end of the semester, the experimental subjects' students indicated their perceptions of change in their instructor's teaching skills and behaviors through a post-TABS questionnaire. Finally, a faculty self-report questionnaire and an in-depth personal interview allowed each experimental subject to further report on his perceptions of personal and professional growth as a result of the teaching consultation process. Prior to their personal interview the experimental subjects were mailed a series of open-ended questions designed to suggest areas for exploration during the interview. The questionnaire was used to provoke forethought on the issues to be discussed and to provide a framework for the interviews. Interview sessions lasted approximately 45-60 minutes and all were tape-recorded.

During the second phase of the study, the POI, student questionnaire, self-report questionnaire and personal interview results were analyzed for information bearing directly upon the primary questions under investigation. The major findings are summarized for presentation here under the three major trends that emerged from the study: (1) changes in perceptions and awareness of self as teacher; (2) changes in perceptions of students; and (3) changes in teaching skills and behaviors.

Summary of Changes in Perceptions and Awareness  
of Self As Teacher

Data generated from the POI, self-report questionnaire and personal interview revealed several major areas in which faculty had changed in terms of their perceptions and awarenesses of themselves as teachers. First, an overview of the POI results indicated that the experimental group showed more growth toward self-actualization and positive functioning than did the control group. The experimental group's mean scores on all 12 of the POI scales changed in a positive direction from pre- to post-test. Statistically significant changes occurred on the two major scales, Time Competence and Inner-Directedness and the subscale of Capacity for Intimate Contact. On the other hand, control group mean scores increased on four scales but decreased on seven scales, including the two major scales. The control group scores were significant on one subscale, Self-Acceptance.



In the self-report questionnaire and personal interviews, a majority of the experimental subjects described a heightened awareness of self as teacher. Awareness of classroom performance, behavior, patterns and feelings was mentioned as a positive result of the process.

More than half of the respondents reported an increased awareness of their teaching style and indicated how knowledge of that style had been useful to them. Within the group, half of the respondents indicated that they had developed a stronger sense of their personal teaching style. An equal number felt they had gained the ability to understand and modify their teaching style so that it would be more compatible with their feelings and beliefs about teaching.

All of the faculty sampled reported a strong sense of self-affirmation and an increase in self-confidence as a result of participation in the process. Factors which influenced their feelings of self-regard and allowed for a clearer picture of teaching strengths included use of a variety of personal growth activities, supportive assistance from a consultant, and information from a variety of data sources.

In addition to having realized their strengths as teachers, all the respondents indicated an increased awareness of areas in their teaching lives which called for improvements. A clearer sense of specific problems with teaching methods or skills, attitudes toward teaching and

students, and teaching and learning problems in higher education were described by the group.

One-half of the sample cited awareness of increased opportunities for their own personal and professional growth and change as another result of the teaching consultation process. Several commented on their realization that their teaching lives were not static--that growth and improvement were possible.

Finally, the results of this study also revealed that over two-thirds of the faculty sampled indicated personal changes outside of their teaching and classroom experience. These respondents pointed to positive changes in their interpersonal dealings with colleagues and family as sources of personal satisfaction.

#### Summary of Changes In Awareness of Student Needs and Attitudes

Results of the data generated by the faculty self-report questionnaire and personal interviews indicated that more than one-half of the respondents reported a greater overall sensitivity to student needs in their teaching lives. Respondents indicated a greater empathy for students and an acceptance of their feelings, ideas and opinions.

Over two-thirds of the respondents also pointed to an increased awareness of students' academic backgrounds and cognitive needs. Faculty appeared to be more conscious of

the needs of the adult as well as traditional learners they dealt with.

Several respondents also mentioned increased awareness of student needs in affective areas of the teaching and learning process. Greater sensitivity to factors such as students' motivations, interests, feelings and involvement in the learning process was indicated by faculty.

More than half of the respondents indicated a greater awareness of student learning styles and how they related to faculty teaching styles. Respondents indicated not only a sensitivity to a variety of learning styles but also a willingness to assess and work with the different styles and preferences of students.

Finally, more than half of the respondents reported an increased respect for and rapport with students as a result of their involvement in the process. Getting to know students by name, consulting with students in and outside of class, and improved interpersonal communication with students were areas faculty most often noted change in following their involvement in the process.

#### Summary of Changes In Teaching Skills and Behaviors

As the teaching consultation process focused on the interrelationship between personal and professional growth, it was necessary to look at changes in teaching skills and behaviors as well as changes in personal and interpersonal

functioning. Changes in teaching skills and behaviors were assessed through faculty self-report questionnaires, personal interview responses and a student questionnaire (post-TABS).

In the self-report questionnaire and personal interviews all of the experimental subjects indicated improvement in skills related to stimulating student interest and involvement in the classroom. Respondents pointed specifically to increased participation through teacher or student-centered discussion, and use of different teaching methods such as case studies or team activities. More than half of the sample noted improvement in questioning skills and felt such skills promoted more participation and surfaced more thought-provoking issues. Several participants also spoke of having become more sensitive to their interactions with students during class and more supportive of student involvement in class discussions.

Most of the participants indicated improvement in skills related to organization and clarity. Areas such as improved course organization and class organization-presentation skills such as introduction, summary, and closure were mentioned most frequently.

A final area in which faculty indicated improvement was that of evaluation. Sensitivity to and improved skills in testing, evaluating and grading procedures were noted by one-half of the sample.

The results of the study also indicated that the responses from students (post-TABS) corroborated faculty perceptions of change in teaching skills and behaviors. An approximation of responses indicate that between one-third and one-half the students saw significant improvement in skills and behaviors that had been the foci for improvement efforts. An additional one-fifth of the students saw some improvement in skills and behaviors. At the end of the semester, only one-fifth of the students suggested that improvement or considerable improvement was still needed by their instructor.

### Discussion and Conclusions

Drawing sweeping generalizations from the findings of this exploratory study is not this investigator's intent. Three interrelated conclusions seem reasonably clear, however. First, an affectively-based teaching consultation process appears to be an effective method for fostering increased levels of personal growth in faculty participants. Participants appear to achieve a greater awareness of who they are and what they do as teachers--their values, attitudes and teaching styles. They seem to achieve a more positive view of themselves, to accept their strengths and weaknesses, to accept others and to move toward further change and self-growth. The kinds and intensity of personal growth realized through the process and illuminated by this study support the viewpoint of faculty development spokesmen



such as Bergquist and Phillips (1975) and Gaff (1975). They propose that programs which seek to improve instruction will have greater impact if they emphasize a wide range of attitudes, values and sensitivities concerning teaching and learning. In dealing with the professional aspects of faculties' lives, the teaching consultation process seems to have touched and left an imprint upon their personal lives as well.

The second conclusion is that through the teaching consultation process participants appear to have an increased awareness of and improved interpersonal functioning with the students they teach. It seems that the more aware faculty become of their own feelings and needs, the greater their ability to understand students' feelings and needs. Participants appear to be more knowledgeable of students affective and cognitive concerns, to interact more closely with students and to view students as partners in the teaching and learning process. The findings seem to support Maslow (1962) and humanistic psychologists such as Combs (1974) and Rogers (1969) who maintain that self-understanding also enables one to understand and relate to other more effectively. In this study, reflecting on and understanding aspects of their teaching selves appears to also have helped faculty to know their students in new ways.

The third conclusion that can be reached is that through the teaching consultation process personal, affective changes

in faculty are accompanied by changes in teaching skills and behaviors. It appears that the more aware an instructor is of himself and his students, the more conscious he becomes of his classroom behavior. The more conscious he is of behavior, the more open he becomes to a broader range of teaching behaviors and styles. Indeed, much like the respondents in Erickson and Sheehan's (1976) study on the Clinic process, this study's subjects felt the teaching consultation process helped them improve their teaching skills and was worth their time and effort. On the other hand, the study on the Clinic's process found no evidence that the process had any impact upon instructors' attitudes toward themselves as teachers, their courses or their students. This study strongly indicates that the teaching consultation process is able to integrate personal growth in faculty with growth in their professional skills as teachers.

The apparent interrelationship of the above conclusions is particularly interesting to this researcher. As the faculty in the experimental group gained a more positive view of themselves they seemed willing to listen to students--to meet students on a person to person basis. Perhaps, as a conjecture, they felt less threatened and gained more confidence and trust in the capacity of their learners. Likewise, as their perceptions of themselves and of their students grew more positive, the subjects appeared more willing to experiment with teaching styles. Specifically, they were willing

to test their own teaching skills and behaviors, inviting constructive criticism from the teaching consultant and their classes.

It is impossible to infer causality from these occurrences. For instance, one cannot conclude that a more positive self-image necessarily leads to improvement in teaching skills. But, it is significant to realize that, in this study, these three phenomena (positive self-regard, sensitivity to students, improvement in teaching skills) occurred in an interrelated fashion, implying an interactive effect. This interaction itself is a subject for further research. Additional implications for future research will be dealt with in the next section.

The interrelationships among the findings of the present study also hold several implications for faculty development programs, particularly those using the model developed by the Clinic To Improve University Teaching. First, the findings support the notion that those concerned with increasing the teaching effectiveness of faculty should include experiences which will assist instructors in growing and developing personally as well as pedagogically. The personal growth activities included in Appendix C offer a starting point for the integration of personal and professional development in a teaching improvement process. In addition, the findings suggest that the Clinic's teaching improvement specialists could prove to be even more catalytic as change agents if

they had opportunities for training in interpersonal as well as technical skills. Competencies in human relations techniques and helping skills such as active listening, perceiving behaviors and feelings, empathy and perception checking would only serve to enhance the effectiveness of the teaching improvement specialist or consultant who already contributes greatly to the strength and success of this kind of teaching improvement process.

### Implications For Further Research

This exploratory study was intended to generate a number of ideas and insights for investigation in future studies. The following issues arose during the course of designing and conducting the study. All would provide fruitful areas for investigation and would be particularly useful to teaching improvement centers contemplating personal growth opportunities for faculty.

In order to increase confidence in the findings, replication of the present study with a larger sample would be advisable. Also, although the difference between the POI pre-test scores of the experimental and control groups were not significantly different they are of interest. As the experimental group scores were somewhat higher prior to their involvement in the process, one might hypothesize that faculty who volunteer for a teaching improvement process have a higher level of self-actualization than those who do

not and thus are more amenable to such growth processes. This issue would need further verification with a larger sample size.

In relation to the above hypothesis, studies on the effects of initial levels of self-actualization as measured by the POI should be conducted. There have been questions as to whether or not participants with initial high scores show less growth (and possibly less need for growth) than participants with lower initial scores. In fact, Culbert, Clark and Bobels (1968) studied the effects of initial level of self-actualization and sensitivity training on two groups, using the POI. They found the beginning higher self-actualized group grew less than a lower self-actualized group from pre- to post-testing. This exploratory study's experimental group grew more than the control group, and yet, also showed a higher initial level of self-actualization. Does that increase the significance of the experimental subjects' measured self-growth? Initial level of self-actualization would appear to be an important consideration in further studies of change resulting from the teaching consultation process.

Another avenue for further research suggested by this study deals with altering the characteristics of the groups sampled. In future investigations both the experimental and control groups should consist of faculty who volunteer for the teaching consultation process but who are randomly



assigned to treatment and non-treatment groups. In this way the control group would consist of more similarly motivated subjects than in the present study.

One dimension of this study that needs further development is investigation of the influence of the teaching consultant in such a teaching consultation process. What effect does the consultant's level of personal and interpersonal functioning have upon the personal growth of a faculty member? What kind of past professional training, what specific skills, characteristics and competencies should a teaching consultant have? How can such skills and competencies be assessed by program directors?

Another issue that arose and was not answered by this study was whether or not an increase in faculties' personal and interpersonal functioning significantly related to attitudinal changes or achievement gains in their students. Studies are needed which identify changes in student attitudes, satisfactions, and learning which could possibly be produced by this kind of a teaching consultation service.

Studies are needed to determine what are the characteristics of faculty who are most assisted by the teaching consultation process. Information about the effect of variables such as faculty age, sex, academic rank, departmental affiliation, teaching and learning styles, and personal and professional goals need to be determined for future development of such services.

A longitudinal study might also seek to discover whether or not teachers' perceptions and awareness of self have long-term effects upon their professional and personal lives. Faculty generally participate in the teaching consultation process for the duration of one semester. What role would increased self-awareness play in the way faculty behave in class, interact with their professional colleagues, and operate outside of their teaching lives over a longer period of time?

Finally, the Clinic To Improve University Teaching has never systematically assessed affective changes in faculty as a result of the teaching improvement process. Duplication of this study, omitting all of the personal growth components, would allow the Clinic to ascertain whether or not their approach has similar or dissimilar results. Such information would allow them to alter or add to their present teaching improvement model.

### Conclusion

Most faculty development programs on campuses across this country have focused on assessment and improvement of teaching skills and behaviors. This study has suggested broadening the landscape of such endeavors to include examination of the person who is the teacher. It has suggested the importance of looking upon faculty as whole human beings who have values, feelings and attitudes which directly influence their professional development.

Admittedly, complex issues such as values, beliefs, philosophies and self-growth are never as easily examined as a teaching skill or technique. As suggested by the research herein, dimensions of personal change are not easily observed, documented or measured. Yet there are challenges, promises and inherent rewards for those who venture to explore the affective domain of teaching and learning.

This researcher found that examining the affective changes in faculty which resulted from the teaching consultation process to be something akin to observing snowflakes swirling from sky to sill. Each flake reveals yet another intricate and elaborate pattern that melts before being fully perceived, explored and appreciated. So, too, capturing the richness, the essence of faculties' affective experiences often seems futile. Yet although seemingly ephemeral and fleeting, the results of such growth appear to last long after the experience itself has dissolved. That, in itself, is enough to hold this author until the intricate patterns can be frozen in time and the ultimate answers emerge.

APPENDIX A

A TEACHING IMPROVEMENT PROCESS

## APPENDIX A

## A TEACHING IMPROVEMENT PROCESS

The Clinic To Improve University Teaching at the University of Massachusetts has developed, tested and is continuously refining a systematic teaching improvement process. This process involves the identification of specific instructional strengths and problems through the collection, analysis and interpretation of data from a variety of sources; deciding with the instructor which teaching strengths to generalize or which problems to work on; the utilization of any of a variety of teaching improvement strategies developed by the Clinic and other instructional experts; and a careful assessment of the effectiveness of our teaching improvement process. The entire process is undertaken by faculty members with the ongoing assistance and support of teaching improvement specialists who have been carefully trained by the Clinic.

The initial data-collection stage of the process begins with a personal interview with the instructor. This affords the teaching improvement specialist an opportunity to respond to the instructor's questions about the process and to solicit information about the instructor's course and teaching. Subsequent data collection always includes: classroom observation by the teaching improvement specialist; a videotape of a class segment; a student questionnaire; the instructor's self-assessment and predictions of student responses on the questionnaire; and course descriptions, syllabi, objectives, assignments, and examinations. This data collection process will typically require 45-90 minutes of the faculty member's time, and about 20 minutes of class time.

Parenthetically, the student questionnaires developed by the Clinic may be of particular interest. The Teaching Analysis By Students (TABS) instrument includes statements describing a variety of teaching behaviors considered important across disciplines and instructional modes. These items were derived from the descriptions of teaching skills and behaviors extracted from the work of Hildebrand, Wilson, and Dienst (1971), the Stanford microteaching literature, and the teaching experience of the Clinic staff. For each item, students are asked to decide whether they think the instructor's performance is satisfactory or in need of improvement. TABS results, in conjunction with the faculty member's self-assessment on the questionnaire, often cue the teaching improvement specialist and the instructor to appropriate areas upon which to focus during the next stage of instructional improvement process.



After the results of the student questionnaires and faculty predictions of student responses are processed by computer, the teaching improvement specialist summarizes and synthesizes all data for an independent review by the instructor. Then the teacher and the improvement specialist together evaluate the data and attempt to identify the instructor's specific strengths and relative weaknesses. They then decide which of these the instructor will work toward generalizing or improving. This data review/analysis and negotiation process (which we call localization) will usually involve 60-90 minutes of the instructor's time.

The instructor then has available an assortment of teaching improvement options. Many have already been developed and tested, at the Clinic and elsewhere, but much of the Clinic's effort continues to be directed toward creating and testing additional improvement strategies. Thus, our teaching improvement specialists must frequently develop immediately needed strategies and materials as they work with instructors. These teaching improvement strategies may be categorized generally as either training or monitoring techniques. Training strategies are procedures for providing instructors with the expertise needed to change their teaching behavior. These range from simply asking an instructor to try out some of the rather mundane and easily undertaken teaching techniques which experienced teachers have found useful, to training through microteaching, to the repeated use of practice-observation-critique cycles within the classroom. Such training strategies are usually undertaken with the assistance of the teaching improvement specialist.

Training strategies are nearly always used in conjunction with monitoring procedures--ways of collecting information about the realities and the effects of what is happening in the classroom. Examples include various types of student questionnaires and tests of learning, collecting and reviewing classroom video or audio tapes, and classroom observation and feedback by a teaching improvement specialist. Not surprisingly, given man's facility for corrective adaptation, dramatic changes in teaching behavior often occur in response to the information collected and without the use of specific training strategies. Improvement strategies, whether training or monitoring, vary substantially in the amounts of time which they demand of faculty members. The time spent on improvement strategies is always negotiated, but usually will range from five to fifteen hours.

The implementation of teaching improvement strategies is followed by an evaluation of the efforts of the instructor and the teaching improvement specialist. This process will ordinarily take up another 20 minutes of class time, and 60-75 minutes of instructor time. Data regarding the

instructor's teaching skills and behaviors is re-collected and examined for evidence of teaching improvement. During a wrap-up session the instructor is asked for a written and oral critique of the Clinic process, the improvement strategies, and the teaching improvement specialist. Arrangements may be made at this time for follow-up work on the client's teaching.

## APPENDIX B

TEACHING SKILLS AND BEHAVIORS: DEFINITIONS AND TABS ITEMS

The first thirty-eight items on the TABS questionnaire provide information on twenty teaching skills extracted from a review of (1) published literature in the field of teaching; (2) inductive studies of effective teaching; and (3) research in the area of higher education. These twenty skills are not meant to be either exhaustive or comprehensive. Instead, they should be considered as take off points for the discussion of both individual teaching performance and the broader issues of teaching and learning.

- I. ESTABLISHING A LEARNING SET: The instructor's ability to clarify, communicate and arouse interest in learning objectives. (TABS items 1, 2 and 3)
- II. LOGICAL ORGANIZATION: The instructor's skill in arranging and presenting course content and learning activities so that students understand the relationships between the various objectives, topics, issues, activities, etc. included in the course. (TABS items 5, 6, and 7)
- III. PACING: The instructor's skill in adjusting the rate at which material is covered in order to maximize student comprehension. (TABS item 8)
- IV. ELABORATION: The instructor's skill in clarifying or developing an idea or topic. (TABS item 9)
- V. EXPRESSION: The instructor's skills in using verbal (voice tone, inflection, pitch, emphasis) and nonverbal (facial expressions, gestures, body movements) behaviors to increase the power and meaning of his/her communication. (TABS item 10)
- VI. ASKING QUESTIONS: The instructor's ability to use different types of questions for a variety of instructional purposes, for example, to check for comprehension, to increase student participation, to assist students in developing critical thinking skills, etc. (TABS items 11 and 12)
- VII. RESPONDING TO QUESTIONS: The instructor's ability to answer questions concisely and clearly. (TABS item 13)
- VIII. STUDENT PARTICIPATION: The instructor's skill in facilitating student involvement in class discussions both with the instructor and among themselves. (TABS items 14, 15 and 16)

- IX. CLOSURE: The instructor's ability to provide for the integration of major points at the conclusion of class sessions or units of work in order to assist students in the synthesis of new material. (TABS items 17 and 18)
- X. EVALUATION: The instructor's skill in specifying criteria for the assessment of learning, in designing, testing and grading procedures which are consistent with course objectives, and in providing adequate feedback to students about their progress in achieving course objectives. (TABS items 4, 19, 20 and 21)
- XI. LEVEL OF CHALLENGE: The instructor's skills in selecting and using course objectives, content and activities which challenge students' abilities without being too difficult. (TABS items 22, 23 and 29)
- XII. VARIETY: The instructor's skill at selecting and using an appropriate variety of teaching methods, materials and activities. (TABS items 24 and 25)
- XIII. CREATIVITY: The instructor's ability to combine methods and materials in new and imaginative ways. (TABS item 26)
- XIV. MANAGEMENT: The instructor's skill in performing those organizational and administrative tasks which allow instruction to proceed smoothly. (TABS item 27)
- XV. FLEXIBILITY: The instructor's ability to recognize and deal with the differing interests and abilities among students both in and out of class. (TABS items 28 and 30)
- XVI. INTERPERSONAL RELATIONS: The instructor's ability to relate to students in ways which promote mutual respect. (TABS item 31)
- XVII. LEARNING ENVIRONMENT: The instructor's ability to create and maintain an atmosphere conducive to student involvement and achievement. (TABS item 32)
- XVIII. ENTHUSIASM: The instructor's abilities to conduct and direct learning activities in such a way as to stimulate interest in course content and activities. (TABS item 33)
- XIX. RELEVANCY: The instructor's ability to establish a frame of reference for concepts, ideas, issues, etc. dealt with in the course and to encourage students in methods of intellectual inquiry. (TABS items 34, 35 and 36)



- XX. VALUE CONTEXT: The instructor's ability to explore value issues inherent in his/her selection, application, and/or interpretation of subject matter and to assist students in the exploration of their own values and the implications of those values for their personal and professional conduct. (TABS items 37 and 38)

APPENDIX C

PERSONAL GROWTH ACTIVITIES

## I. TEACHING STYLES

### Description

#### Background

Before the teaching consultation process is initiated, the faculty member receives materials which include an outline of the process, definitions of teaching skills and behaviors, a student questionnaire and a course information form. The materials are accompanied by a cover letter informing the professor which forms to read and fill out prior to the first meeting--the initial interview. As the materials are basically information-oriented it was decided to experiment with a person-oriented addition.

#### Objectives

The Teaching Styles Activity is included in the introductory materials in order to allow the faculty member to take a careful look at his teaching style and begin to reflect on and identify his perception of himself as teacher. As the teaching consultation process continues, the exercise also allows the faculty member to explore any discrepancies between his real and ideal teaching self; to decide if he is satisfied with his teaching style; to decide what changes, if any, he wants to make; and to explore the relationship between his teaching style and students' learning styles.

### Directions For Use

In the Teaching Styles Activity, six categorizations of teaching styles are listed. The faculty member is asked to circle a number indicating the extent to which each of the six particular styles are characteristic of his own teaching. He is also asked to write a brief statement on anything else which he feels characterizes his individual teaching style.

The Teaching Styles Activity is used within the larger activity--the Introductory Personal Interview. During the Introductory Personal Interview discussion of teaching style is facilitated when the teaching consultant and faculty member review the sheet together. In addition, several questions are used to encourage the faculty member to expand this discussion of his teaching style. These questions are included in the listing below.

### Questions

- What characterizes your teaching role, or style in the classroom?
- Have you modified your teaching style in any way because of the needs of students coming here?
- How do you feel your educational philosophy expresses itself in your style of teaching?
- Was there any style that was particularly dissonant with your beliefs about teaching?
- What did this style sheet and your responses tell you about yourself as a teacher?
- Is there anything about your particular teaching style that you would like to modify or change?

Follow-up

During the semester, the Teaching Styles Activity can be referred to if the faculty member's perceived style and actual classroom behavior seem dissonant. Moreover, in the Clinic's Teaching Analysis by Students questionnaire (TABS), each student identifies his learning style and that data is given to the professor. When those student responses are analyzed by the faculty member and consultant, the description of student learning styles developed by Riechmann and Grasha (1974) and included herein, can be used to explore with faculty the effects of their particular teaching "self" on their students. Whether their teaching style is similar to or conflicts with the majority of their students' learning styles is an issue which may have significance when analyzing classroom problems.

At the conclusion of the process, the "pre" teaching style can be compared with a "post" style to assess any changes or modifications that resulted from the faculty members increased awareness of his teaching self. The Teaching Styles Activity is an adaptation of the taxonomy of college teaching styles developed by Mann (1970) and modified by Noonan as found in Bergquist and Phillips (1975). The Student Learning Styles is adapted from the Grasha-Riechmann Student Learning Styles Questionnaire as found in Bergquist and Phillips (1975).



### Activity

Listed below are six categories, each describing a teaching style or role a faculty member might assume in the classroom. They have been derived from research in higher education literature.<sup>1</sup> Please circle the number on each scale that indicates the extent to which that particular style is characteristic of your own teaching. For example, if you see yourself much like Style A, circle a four or five; if that style is quite unlike your teaching, circle one or two. Do this for each of the six categories.

	1	-	2	-	3	-	4	-	5	
Unlike										Like
me										me

Style A:

I see myself as a subject-matter expert, and I define my classroom role largely as an information-giver. My academic and professional background has made me more knowledgeable and experienced in certain areas than other people--there is no denying this--and I think students sign up for my courses because they want to learn as much as they can from me.

	1	-	2	-	3	-	4	-	5	
Unlike										Like
me										me

Style B:

I expect work to be handed in on time and I insist that it be in the correct form. I do not take kindly to latecomers, nor do I permit students to miss classes without a valid reason. What about grading? We are evaluated all our lives in whatever we are doing, so students might as well get accustomed to it at college. I like to be in control when I am teaching, choosing and setting the learning goals, procedures and standards for students.

	1	-	2	-	3	-	4	-	5	
Unlike										Like
me										me

Style C:

I'm a member of a professional or academic discipline that is highly relevant to my students' occupational or educational aspirations. Many of my students have gone on to advanced work in my discipline, and whenever my best students do that I feel great satisfaction. I am continually on the alert for

promising students. You might even say I see myself as a gatekeeper, a recruiter for my field.

1 - 2 - 3 - 4 - 5  
 Unlike Like  
 me me

Style D:

I think my job is to respond to the learning goals of the students, even when their goals and mine are quite different. I do not feel comfortable telling students what they are supposed to learn. I believe in taking students on their own terms, so I do a lot of listening and questioning. I want to enable them to learn what they think is worth learning.

1 - 2 - 3 - 4 - 5  
 Unlike Like  
 me me

Style E:

Students look up to me, not so much as a discipline expert but as a model for living. I suppose it has something to do with my energy and enthusiasm for what I am doing. Students may not remember everything I have said, but when the course is over, I think they have been inspired to find something that is as liberating and exciting for them as my work is for me. I suppose they view me as charismatic.

1 - 2 - 3 - 4 - 5  
 Unlike Like  
 me me

Style F:

I learn as much from my students as they learn from me. Teaching is a dynamic social system, and students and faculty should learn from each other. I teach because I value personal growth, my own as well as theirs. I try to create an atmosphere of trust and openness in my courses, and I have no qualms talking about my own feelings and experiences, even the non-academic ones. I want students to know I exist beyond the classroom as well as in it.

In the space below write down anything else which you feel characterizes your individual teaching style.

---

<sup>1</sup>There are limitations to any attempt at categorization. Use of these six categories does not channel you into any single role, but rather allows you to begin to explore your own teaching style in a systematic manner.

## STUDENT LEARNING STYLES

## Independent:

This response style is characteristic of the student who likes to think for himself. He prefers to work on his own, but he will listen to the ideas of others in the classroom. He learns the content he feels is important and is confident in his learning abilities.

## Dependent:

This style is characteristic of the student who shows little intellectual curiosity and who learns only what is required. He sees teacher and peers as sources of structure and support. He looks to authority figures for guidelines and wants to be told what to do.

## Collaborative:

This style is typical of the student who feels he can learn the most by sharing his ideas and talents. He cooperates with teachers and peers and likes to work with others. He sees the classroom as a place for social interaction as well as content learning.

## Participant:

This style is characteristic of the student who wants to learn course content and likes to go to class. He takes responsibility for getting the most out of class and participates with others when told to do so. He feels that he should take part in as much of the class related activity as possible but he does little that is not part of the course outline.

## Competitive:

This response style is exhibited by the student who learns material in order to perform better than others in the class. He feels he must compete with other students in the class for the rewards of the classroom, such as grades or teacher's attention. He views the classroom as a win-lose situation, where he must always win.

Avoidant:

This response style is typical of a student who is not interested in learning course content in the traditional classroom. He does not participate with students and teachers in the classroom. He is uninterested or overwhelmed by what goes on in classes.



## II. THE INTRODUCTORY PERSONAL INTERVIEW

### Description

#### Background

The important first step in the teaching consultation process is the initial personal interview of the faculty member. This affords the teaching consultant an opportunity to respond to the instructor's questions about the process and to solicit information about the instructor's course, teaching style, attitudes and feelings about his teaching. The Clinic To Improve University Teaching also uses an introductory interview but one which is brief and essentially concerned with course information: the instructor's course goals, grading policies, structure of the course, samples of assignments and tests. As the introductory interview initiates the interpersonal relationship between the consultant and faculty member as well as establishes the context for subsequent assessment and improvement strategies, this researcher felt it needed to be restructured and expanded in the teaching consultation model.

#### Objectives

As well as a means to gather information on their courses, the Introductory Personal Interview is designed to assist faculty in the exploration and clarification of their beliefs, values, assumptions and attitudes toward teaching. An additional goal is to allow the teaching consultant to gather

a wider variety of data on faculty members; to see these men and women as whole human beings in a complex of relationships which go beyond a single course or instructional role.

### Directions for Use

The Introductory Personal Interview is conducted by the teaching consultant during the first meeting with the faculty member. Interviews, which last between one and three hours are taped (with permission of the instructor) in order to allow the teaching consultant freedom to focus on and attend to the faculty member. Although the interview is constructed so that the questions follow each other naturally and easily, it is important not to slavishly follow the sequence of questions printed, but to seek, follow and draw out the natural line of thought of the professor being interviewed. A conscious attempt should be made throughout to avoid a fixed, rigid interview format. As the purpose of the interview is to allow faculty members to express their feelings, the consultant's role is to listen, clarify ideas with requests for specific examples and enlarge or expand responses by asking probing questions.

### Follow-up

Other than allowing faculty to explore and think through a variety of issues related to their teaching lives, information gathered during the interview is useful throughout the entire process. Faculty attitudes toward themselves,

their teaching and their students provide data that can help explain the instructor's acceptance or resistance to particular aspects of the process or change activities.

An additional follow-up activity would be to initiate a monthly round-table discussion on teaching. Discussions could be led by faculty involved in the teaching consultation service and topics would be drawn from issues that grew out of the personal interview schedule.

ActivityClass methods

1. What is the course you've decided to work on? Why did you choose this course?
2. Is it elective or required of students?
3. How many times prior to this term have you taught this course?
4. How do you feel about teaching this course? (e.g., assigned by department chairperson, you chose to teach it, did not care)
5. Can you talk about what your goals and objectives in the course are? (what skills, concepts, knowledge you want students to learn)
6. What methods are you using to help students to reach these goals?
  - a. How are classes conducted?
    1. What activities and roles do students take in class?
    2. What characterizes your teaching role or style in the classroom?
7. What are students required to do to show they are reaching the goals of the course?
8. On what basis are grades assigned?
9. What advantages and disadvantages does the grading system you use have?

Students

10. Can you tell me anything about the background, ambitions, majors of the students in your class?
11. Can you estimate the percentage of students in this course who are well motivated?
12. Do the students have any input into the course design (e.g., structure, assignments, evaluation)?

13. What strikes you about the students at this institution?
14. Do students today differ from the students you went to school with?
15. Have you modified your teaching style in any way because of the needs of the students coming here?
16. What kinds of relationships with students do you try to maintain? Are you satisfied with the teacher/student relationships you now have?
17. What is the most important thing your students can learn from you?
18. What would you most like to hear about your teaching from your students?

### Teacher

19. How long have you been teaching?
20. How long have you been on the faculty here?
21. How did you first decide to become a teacher?
22. Have any of the teachers which you had as a student strongly influenced the way in which you teach, relate to students, etc.?
23. What do you most enjoy about teaching? (what satisfactions, advantages does the career offer)
24. What are the least attractive aspects of your career? (frustrations, duties least enjoyed)
25. What is your philosophy of teaching? How do you think students best learn?
26. How do you feel this philosophy expresses itself in the way you teach?
27. Considering this course, or your teaching in general - what do you think are your teaching strengths?
28. What are your concerns, problems you've come up with or noticed?
29. If you were to leave teaching, or it were closed to you as a career, what do you think you would like to do (or liked to have done)?



30. Would you like to add anything else about yourself as a teacher, your course, or your teaching of it?

### III. PRE-OBSERVATION

#### Description

##### Background

The Pre-Observation Activity offers a modification of the Clinic's pre-observation format. Throughout the teaching improvement process, before observing a faculty member's class, the teaching improvement specialist is encouraged to have a brief pre-observation conference. A series of questions concerning the up-coming class are asked of the faculty member. Again, the questions are course-related (e.g., what was done in earlier classes to lead up to this one?) with no emphasis on the teacher's personal goals, hopes and feelings about the class. The teaching consultation process does consider these latter issues.

##### Objectives

The Pre-Observation Activity allows the faculty member to focus not only on learning goals for his students, but also to focus on his personal improvement goals.

##### Directions For Use

The pre-observations questions serve as an outline for the teaching consultant to follow when he talks to the faculty member immediately preceding a classroom observation. The consultant should jot down the instructor's responses for later analysis of the lesson. As in the initial interview,

it is important to assess the needs of each faculty member rather than to strictly adhere to listed questions. With some faculty one might ask the entire series; with others one might ask one or two of the listed questions.

#### Follow-up

The post-observation interview listed herein is used as a follow-up instrument to the pre-observation interview.

Activity

Instructor \_\_\_\_\_ Date \_\_\_\_\_

1. Briefly, what will be happening in your class today?
2. What are your goals for the session? What do you hope students get out of this particular class?
3. What are your personal goals for this class session? (e.g., changes in behavior, role, activities)
4. Is there anything you're particularly comfortable or uncomfortable about concerning the way you've planned this class?
5. What do you expect students will be doing in class to reach the goals you've stated?
6. What do you expect you will be doing in class to reach your personal goals?
7. Is there anything in particular, any areas we've discussed that you would like me to focus on during the class?
8. How do you feel about my sitting in on your class? Is there anything I can do to help you feel more comfortable while I'm in class?

#### IV. POST-OBSERVATION

##### Description

##### Background

The following is a list of post-observations questions that should be used by the teaching consultant. The Clinic To Improve University Teaching does not have any materials developed for conducting the post-observation session.

##### Objectives

Post-observation questions are designed to allow the faculty member to explore the relationship between his goals for the class and the realities of the class session. The questions also allow the instructor to identify how he felt during the session; what personal needs were met and unmet; what specific changes and improvements he still wants to make in his teaching.

##### Directions For Use

Follow-up questions should be discussed either immediately following the class session or in ample time before the next class. As many of the questions are tied closely to the pre-observation questions, it might be helpful, as a refresher, if the consultant first shares the stated pre-observation goals and expectations with the faculty member. Consultant and instructor can then compare perceptions on the class session.



Follow-up

The consultant should keep notes on all pre and post-observation sessions. Any patterns that emerge, high points, changes in feelings or behaviors can then be shared with the faculty member as the semester progresses.

Activity

Instructor \_\_\_\_\_ Date \_\_\_\_\_

1. In general, how do you feel the class went?
2. How did you feel about yourself while teaching today's class? What factors, internal or external, contributed to your feelings?
3. How did you feel about the students in today's class? (relate to his goals, expectations of students)
4. How do you think they reacted to you and your teaching?
5. Is there anything that worked well for you-that you particularly liked? Does that usually go well for you?
6. Is there anything that did not work well-that you disliked about the class? Is that typically a problem area for you?
7. What were your teaching strengths? Did you notice anything you've improved on or any personal goals you met?
8. What were your teaching problems--areas that still need improvement?
9. What will you focus on for the next class? Do you have any suggestions or strategies for change?
10. Is there anything I can do to help you to get ready to try out some of the ideas we've discussed?

## V. TEACHER ATTITUDE

### Description

#### Background

In the Clinic's process, each teaching improvement specialist develops his own method for analyzing videotapes or observations of class sessions, focusing on specific teaching skills and behaviors.

In the teaching consultation process it is important to observe and analyze the faculty member's presentation skills, logical organization, or questioning skills. But it is likewise important to focus on the teacher's affective feelings and behaviors.

#### Objective

The Teacher Attitude Activity, which is used for classroom observations or videotapes, allows the teaching consultant to take affective feelings as well as teaching skills and behaviors into account when analyzing classroom interactions. Further, the faculty member identifies how he felt and perceived his "affective" self during a lesson and compares perceptions with those of the teaching consultant.

#### Directions For Use

The Teacher Attitude Activity is a semantic differential which serves as an affective awareness instrument for both the faculty member and teaching consultant. After a class

session or videotape viewing the consultant asks the instructor to check where he judges his feelings fall on each continuum. At the same time, the consultant fills out the Teacher Attitude form according to his impressions of the session. The teaching consultant and faculty member then compare the responses and discuss the implications of any similarities or differences that they find.

### Questions

In reviewing the Teacher Attitude form with the faculty member the following questions should prove useful to the teaching consultant:

1. Are you pleased with the way you felt during the lesson? Why or why not?
2. What in the class session contributed to your feelings as expressed on this continua?
3. What effect did your attitudes have on students? the class session?
4. Are there any continua on which our (consultant and faculty member) perceptions differ? Consultant and faculty member can compare forms and discuss what led to each one's judgement on conflicting items.
5. Are there any continua you would like to change? How can we go about changing them?

### Follow-up

The consultant can have the instructor fill out a Teacher Attitude form early in the semester and another near the end of the process. The consultant and faculty member can compare responses on both forms and discuss changes in attitude and feelings over the semester-long process.

### Activity

The purpose of this questionnaire is to determine your reaction to some statements related to your teaching. In the questionnaire you will find a statement followed by a series of adjective scales. Please complete the statement on each of the scales by putting an (X) in the blank which corresponds to your feelings concerning the class you have just taught.

In general, as a Teacher, I felt....

- |                              |                             |                    |
|------------------------------|-----------------------------|--------------------|
| 1. Self-confident            | __ : __ : __ : __ : __ : __ | Not self-confident |
| 2. Impatient                 | __ : __ : __ : __ : __ : __ | Patient            |
| 3. Open                      | __ : __ : __ : __ : __ : __ | Closed             |
| 4. Unaware                   | __ : __ : __ : __ : __ : __ | Aware              |
| 5. Liked                     | __ : __ : __ : __ : __ : __ | Disliked           |
| 6. Passive                   | __ : __ : __ : __ : __ : __ | Active             |
| 7. Successful                | __ : __ : __ : __ : __ : __ | Unsuccessful       |
| 8. Insensitive               | __ : __ : __ : __ : __ : __ | Sensitive          |
| 9. Warm                      | __ : __ : __ : __ : __ : __ | Cold               |
| 10. Accepting<br>(of people) | __ : __ : __ : __ : __ : __ | Critical           |
| 11. Distant                  | __ : __ : __ : __ : __ : __ | Close              |
| 12. Not tense                | __ : __ : __ : __ : __ : __ | Tense              |
| 13. Unresponsive             | __ : __ : __ : __ : __ : __ | Responsive         |
| 14. Enthusiastic             | __ : __ : __ : __ : __ : __ | Not enthusiastic   |

For me, teaching this class was....

- |                   |                             |              |
|-------------------|-----------------------------|--------------|
| 15. Rewarding     | __ : __ : __ : __ : __ : __ | Unrewarding  |
| 16. Dull          | __ : __ : __ : __ : __ : __ | Stimulating  |
| 17. Pleasant      | __ : __ : __ : __ : __ : __ | Unpleasant   |
| 18. Impersonal    | __ : __ : __ : __ : __ : __ | Personal     |
| 19. Encouraging   | __ : __ : __ : __ : __ : __ | Discouraging |
| 20. Difficult     | __ : __ : __ : __ : __ : __ | Easy         |
| 21. Meaningful    | __ : __ : __ : __ : __ : __ | Meaningless  |
| 22. Uncomfortable | __ : __ : __ : __ : __ : __ | Comfortable  |



## VI. TEACHING STRENGTHS AND CONCERNS

DescriptionBackground

During the initial stage of the teaching consultation process, the instructor and consultant have collected a variety of data on teaching attitudes, values, feelings, skills and behaviors (e.g., Introductory Personal Interview, video-tape, TABS, Teaching Styles Activity). All provided concrete material on the instructor's teaching self that now needs to be sorted out, analyzed and interpreted.

Objectives

The Teaching Strengths and Concerns Activity allows the faculty member to self-assess his strengths, discover his problem areas and begin to take steps necessary for making the improvements needed.

Directions For Use

At this juncture, the data collection phase is completed. The instructor has viewed his tape and has seen the results of the students questionnaire (TABS) and various personal growth activities. The consultant now asks him to sort through the data and list five strengths about himself as a teacher that emerge. Five problem areas or teaching concerns that surface from the data are also listed. Once the listing is complete, the instructor rank orders his strengths and

problems in order of their importance to him. The consultant, after reviewing his data, follows the same procedure. At the review session the faculty member and consultant share their analyses of teaching strengths and concerns.

#### Follow-up

From the combined listings, the instructor and consultant should come up with a ranking of priorities for improvement. Priorities can be re-ranked and discussed throughout the semester. Such listings provide both support for teaching strengths and an entry point for exploration of dissonant teaching patterns.

Activity

## Directions:

After reviewing the data sources we have collected, list up to five areas that you feel are strengths in your teaching. You might jot down the data source which substantiates your choice. Second list up to five areas that you feel are concerns or areas needing improvement. Again, refer to the data source which influenced your opinion, if you can. Finally, rank the strengths and concerns in order of their importance to you.

Strengths

- 1.
- 2.
- 3.
- 4.
- 5.

Concerns

- 1.
- 2.
- 3.
- 4.
- 5.

## VII. TEACHING PATTERNS

DescriptionBackground

In analyzing the almost unwieldy amount of information collected on a faculty member's teaching (videotapes, questionnaire results, copious observation notes, interview notes, etc.) the consultant needs to condense the material by determining "patterns" in the teacher's behavior that are salient and acceptable to the teacher for analysis. Patterns in teaching behavior which reflect a unique underlying "self" are discussed by Goldhammer (1969) who observes:

Let's begin with the notion...that human behavior is patterned, that is, in certain respects it is repetitious and that, as a subset of general behavior, teaching is also patterned. And if it is true that certain elements of any teacher's behavior tend to be repeated over and over again in his teaching, then it follows, that the cumulative effects of such patterns are likely to have consequence for the pupils' learning (p. 93).

As well as effecting students' learning, this researcher would agree that the effects of fixed patterns also have consequences for the teacher's learning--for his or her ability to create more personal choices, or what Weinstein (1975) would term, "response-ability." Teaching consultants should be aware of a self-knowledge processing tool called the Trumpet which was designed by a group of Humanistic educators and later revised and expanded by Weinstein (1971). The process can help professors move beyond self-awareness

and self-knowledge to experiment with alternative choices or responses in their teaching lives.

### Objectives

In working with professors on a "dissonant" pattern or unproductive teaching behaviors, the Trumpet process allows them to recognize patterns that emerge from data about their teaching and begin to examine and explore those patterns for possible behavior changes.

### Directions For Use

The Trumpet process is most useful after dissonant patterns or issues have been identified by the faculty member and consultant. (Patterns such as asking and answering one's own questions, never acknowledging student responses, putting-down a student when he responds are not uncommon and lend themselves to further exploration.) After an observation, the consultant takes the faculty member through the steps suggested by Weinstein. As it might take several sessions to complete the Trumpet, or one might wish to touch on certain questions and explore others more fully, it is advisable to move at a pace that seems most comfortable to both the consultant and the faculty member. A detailed description of the process, which this activity is an adaptation of, is found in Weinstein (1971).



### Activity

After the instructor has completed a classroom session which generated a dissonant pattern, the following are processing questions the consultant can ask in order to help him transform increased self-awareness into increased choice of responses.

#### A. Confronting Patterns

1. What happened? What did you do? What specific actions did you take?
2. Can you describe any of the feelings you had?
3. What were some of the thoughts you had as you responded? What were you saying to yourself?

Unless the professor can inventory his internal responses as well as behavior, self-knowledge will be limited.

#### B. Recognizing and Clarifying Patterns

1. How was your response typical of you?
2. In what kinds of situations do you usually respond that way? (when, where, under what conditions?) Both situations in and outside of class should be considered.

#### C. Owning Patterns

1. What does responding this way get for you? How does it serve you?
2. What does it help you avoid? What does it protect you from?

#### D. Consequences

1. What price to you pay for responding this way?
2. What are some effects of your response you do not like?

## E. Alternatives

1. What are all the different responses or behaviors you might try on?

The consultant should assist the faculty member in generating new teaching strategies here. Both should decide what specific strategies will be tried, how often, and how progress will be assessed. (As the consultant observes several classes, progress reports will nicely fit into post-observation sessions.)

## F. Evaluation

1. What were the consequences of the alternative responses?
2. Did the strategy seem adequate, or does it need revision?

APPENDIX D

TEACHING ANALYSES BY STUDENTS (TAB) QUESTIONNAIRE  
AND POST-TABS QUESTIONNAIRE

TEACHING ANALYSIS BY STUDENTS  
(TABS) QUESTIONNAIRE

In this questionnaire there are some statements concerning a variety of specific teaching skills and behaviors. Please read each statement carefully and then indicate the extent to which you feel your instructor needs improvement. Respond to each statement by selecting one of the following:

1. No improvement is needed  
(very good or excellent performance)
2. Little improvement is needed  
(generally good performance)
3. Improvement is needed  
(generally mediocre performance)
4. Considerable improvement is needed  
(generally poor performance)
5. Not a necessary skill or behavior for this course

Please make your decisions about the degree of improvement needed on the basis of what you think would be best for this particular course and your learning style. Try to consider each statement separately, rather than let your overall feelings about the instructor determine all the responses.

1. The instructor's explanation of course objectives
2. The instructor's explanation of the objectives for each class session and learning activity
3. The instructor's ability to arouse my interest when introducing an instructional activity
4. The instructor's explanation of the work expected from each student
5. The instructor's ability to maintain a clear relationship between the course content and the course objectives
6. The instructor's skill in clarifying the relationships among the various topics treated in the course
7. The instructor's skill in making clear the distinction between major and minor topics
8. The instructor's skill in adjusting the rate at which new ideas are covered so that the material can be followed and understood
9. The instructor's ability to clarify material which needs elaboration

10. The instructor's speaking skills
11. The instructor's ability to ask easily understood questions
12. The instructor's ability to ask thought-provoking questions
13. The instructor's ability to answer questions clearly and concisely
14. The instructor's overall effectiveness as a discussion leader
15. The instructor's ability to get students to participate in class discussions
16. The instructor's skill in facilitating discussions among students as opposed to discussions only between the instructor and students
17. The instructor's ability to wrap things up before moving on to a new topic
18. The instructor's ability to tie things together at the end of a class
19. The instructor's explanation of precisely how my performance is to be evaluated
20. The instructor's ability to design evaluation procedures which are consistent with course objectives
21. The instructor's performance in periodically informing me of my progress
22. The instructor's selection of materials and activities which are thought-provoking
23. The instructor's ability to select materials and activities which are not too difficult
24. The instructor's provision of variety in materials and activities
25. The instructor's ability to use a variety of teaching techniques
26. The instructor's demonstration of creativity in teaching methods
27. The instructor's management of day-to-day administrative details
28. The instructor's flexibility in offering options for individual students
29. The instructor's ability to take appropriate action when students appear to be bored
30. The instructor's availability for personal consultation
31. The instructor's ability to relate to people in ways which promote mutual respect



32. The instructor's maintenance of an atmosphere which actively encourages learning
33. The instructor's ability to inspire excitement or interest in the content of the course
34. The instructor's ability to relate the subject matter to other academic disciplines and real world situations
35. The instructor's willingness to explore a variety of points of view
36. The instructor's ability to get students to challenge points of view raised in the course
37. The instructor's performance in helping me to explore the relationship between my personal values and the course content
38. The instructor's performance in making me aware of value issues within the subject matter

TEACHING ANALYSIS BY STUDENTS  
(post-TABS)

In this questionnaire there are some statements concerning a variety of specific teaching skills and behaviors. We are interested in your opinions about two questions:

- I. TO WHAT EXTENT DO YOU THINK YOUR INSTRUCTOR'S PERFORMANCE OF EACH OF THESE BEHAVIORS HAS CHANGED SINCE THE TIME WHEN THE FIRST (TABS) QUESTIONNAIRE WAS COMPLETED IN THIS CLASS?

Please circle the letter corresponding to the most appropriate response for each item.

- a. Much improvement seen
- b. Some improvement seen
- c. No apparent change
- d. Performance is worse

- II. TO WHAT EXTENT DO YOU FEEL YOUR INSTRUCTOR STILL NEEDS IMPROVEMENT IN PERFORMING EACH OF THESE BEHAVIORS?

Please answer this question by circling the number corresponding to one of the following responses:

- 1. No improvement is needed  
(very good or excellent performance)
- 2. Little improvement is needed  
(generally good performance)
- 3. Improvement is needed  
(generally mediocre performance)
- 4. Considerable improvement is needed  
(generally poor performance)
- 5. Not a necessary skill or behavior for this course

Please read each statement carefully and indicate your honest opinions about your instructor's performance. Thank you for your cooperation.

(SAMPLE POST-TABS)

PLEASE PRINT YOUR MOTHER'S MAIDEN NAME: \_\_\_\_\_

QUESTION I:QUESTION II:

- |  |  |   |   |   |   |   |
|--|--|---|---|---|---|---|
| 1. The instructor's explanation of the objectives for each class session and learning activity                                     | <input type="checkbox"/> a) much improvement<br><input type="checkbox"/> b) some improvement<br><input type="checkbox"/> c) no apparent change<br><input type="checkbox"/> d) performance is worse | 1 | 2 | 3 | 4 | 5 |
| 2. The instructor's skill in clarifying the relationships among the various topics treated in the course                           | <input type="checkbox"/> a) much improvement<br><input type="checkbox"/> b) some improvement<br><input type="checkbox"/> c) no apparent change<br><input type="checkbox"/> d) performance is worse | 1 | 2 | 3 | 4 | 5 |
| 3. The instructor's skill in making clear the distinction between major and minor topics   | <input type="checkbox"/> a) much improvement<br><input type="checkbox"/> b) some improvement<br><input type="checkbox"/> c) no apparent change<br><input type="checkbox"/> d) performance is worse | 1 | 2 | 3 | 4 | 5 |
| 4. The instructor's skill in adjusting the rate at which new ideas are covered so that the material can be followed and understood | <input type="checkbox"/> a) much improvement<br><input type="checkbox"/> b) some improvement<br><input type="checkbox"/> c) no apparent change<br><input type="checkbox"/> d) performance is worse | 1 | 2 | 3 | 4 | 5 |
| 5. The instructor's ability to clarify material which needs elaboration  | <input type="checkbox"/> a) much improvement<br><input type="checkbox"/> b) some improvement<br><input type="checkbox"/> c) no apparent change<br><input type="checkbox"/> d) performance is worse | 1 | 2 | 3 | 4 | 5 |
| 6. The instructor's speaking skills  | <input type="checkbox"/> a) much improvement<br><input type="checkbox"/> b) some improvement<br><input type="checkbox"/> c) no apparent change<br><input type="checkbox"/> d) performance is worse | 1 | 2 | 3 | 4 | 5 |
| 7. The instructor's ability to ask thought-provoking questions   | <input type="checkbox"/> a) much improvement<br><input type="checkbox"/> b) some improvement<br><input type="checkbox"/> c) no apparent change<br><input type="checkbox"/> d) performance is worse | 1 | 2 | 3 | 4 | 5 |
| 8. The instructor's ability to inspire excitement or interest in the content of the course   | <input type="checkbox"/> a) much improvement<br><input type="checkbox"/> b) some improvement<br><input type="checkbox"/> c) no apparent change<br><input type="checkbox"/> d) performance is worse | 1 | 2 | 3 | 4 | 5 |
| 9. The instructor's ability to tie things together at the end of a class   | <input type="checkbox"/> a) much improvement<br><input type="checkbox"/> b) some improvement<br><input type="checkbox"/> c) no apparent change<br><input type="checkbox"/> d) performance is worse | 1 | 2 | 3 | 4 | 5 |

10. The instructor's explanation of precisely how my performance is to be evaluated
- |                             |                      |   |   |   |   |   |
|-----------------------------|----------------------|---|---|---|---|---|
| <input type="checkbox"/> a) | much improvement     | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> b) | some improvement     |   |   |   |   |   |
| <input type="checkbox"/> c) | no apparent change   |   |   |   |   |   |
| <input type="checkbox"/> d) | performance is worse |   |   |   |   |   |

PLEASE USE THE OTHER SIDE OF THIS PAGE TO MAKE ANY ADDITIONAL COMMENTS OR SUGGESTIONS WHICH YOU FEEL MIGHT IMPROVE THE INSTRUCTOR'S TEACHING OR THE COURSE.

APPENDIX E

FACULTY SELF-REPORT QUESTIONNAIRE



In an earlier questionnaire, you evaluated the initial stages of the teaching consultation process. This questionnaire is an extension of the earlier one, focusing on the concluding stages of that process. Again, your evaluation will help in improving procedures and in shaping plans for future faculty development efforts.

This questionnaire includes brief descriptions of the concluding stages of the teaching consultation process. Each description is followed by a series of statements. Please indicate your opinion about each statement by checking the response that seems most appropriate. Your responses will be of greatest value if they are thoughtful and candid. Additional comments which clarify or explain your responses will be welcomed.

---

We are especially interested in having your most candid responses to the questions on the following pages. Please fill in the following if you are convinced that doing so will not inhibit the candidness of your answers to subsequent questions.

Your Name \_\_\_\_\_

IMPROVEMENT ACTIVITIES

The Improvement Activities Stage allowed you time to plan and try out suggestions for strengthening your skills in those areas in which you had decided to focus improvement efforts. Below are several statements about the Improvement Activities stage and the skills used by the teaching consultant in working with you. After each statement, please check the response which best reflects your feelings.

1. When suggesting possible improvement activities, the teaching consultant was adequately sensitive to my personal style, responsibilities, and specific instructional problems.

☐ Strongly agree                      Comments:  
☐ Agree  
☐ Disagree  
☐ Strongly disagree  
☐ Undecided or no opinion

2. The teaching consultant was receptive and supportive of my suggestions as we planned improvement activities.

☐ Strongly agree                      Comments:  
☐ Agree  
☐ Disagree  
☐ Strongly disagree  
☐ Undecided or no opinion

3. I invested as much time and energy in planning and implementing improvement activities as was possible for me during this time.

☐ Strongly agree                      Comments:  
☐ Agree  
☐ Disagree  
☐ Strongly disagree  
☐ Undecided or no opinion

4. The teaching consultant was of help to me as I tried to implement and assess improvement activities.

☐ Strongly agree                      Comments:  
☐ Agree  
☐ Disagree  
☐ Strongly disagree  
☐ Undecided or no opinion

5. Overall, I believe that the improvement activities which I tried helped me improve my teaching.

☐ Strongly agree                      Comments:  
☐ Agree  
☐ Disagree  
☐ Strongly disagree  
☐ Undecided or no opinion

6. How useful was each of the following teaching improvement suggestions or activities? (to be listed by the teaching consultant)

For each of the improvement activities write in one of the following: 1 = very useful; 2 = somewhat useful; 3 = not useful

- ☐ a)  
☐ b)  
☐ c)  
☐ d)  
☐ e)

### INFORMATION RE-COLLECTION AND FINAL INTERVIEW

In this stage, you and the teaching consultant re-collected and reviewed data about your teaching, assessed your improvement progress and determined whether or not additional improvement efforts were needed. After each of the following questions, please check the response which best reflects your feelings.

7. Please indicate your judgment of the value of each type of data for indicating changes in your teaching or for determining whether additional improvement efforts are needed.

For each type of data, please write in one of the following:  
 1 = very useful; 2 = somewhat useful; 3 = not useful

- ☐ my own assessment and sense of change  
☐ videotape of my teaching  
☐ students' responses to post-TABS items  
☐ discussions with the teaching consultant  
☐ final interview

8. Overall, I found the teaching consultation process useful and worth my time and effort.

☐ Strongly agree      Comments:  
☐ Agree  
☐ Disagree  
☐ Strongly disagree  
☐ Undecided or no opinion

9. I would recommend the teaching consultation service to my colleagues.

☐ Strongly agree  
☐ Agree  
☐ Disagree  
☐ Strongly disagree  
☐ Undecided or no opinion

10. Please rate the extent to which participation in the process contributed to your growth in the following areas. For each item, write the number of the response that best applies:

1 - contributed a great deal      3 - no contribution  
 2 - contributed somewhat      4 - was detrimental

☐ awareness of my feelings, attitudes and values as a teacher  
☐ awareness of students' attitudes and/or needs  
☐ awareness of my teaching behavior and style in the classroom  
☐ awareness of my strengths and limitations as a teacher  
☐ awareness of possibilities for my growth and improvement as a teacher

Below are a number of questions that I hope will be useful in evaluating our semester of work together. Don't feel compelled to answer every question ; deal with those that are important to you. A straight forward essay about your experiences would be fine. (Attached is a blank sheet of paper for your responses.)

- a. What did you learn about yourself as a teacher as a result of being in this program?
- b. Did you learn anything about your students or their needs as a result of the program?
- c. What specific changes in your behavior as a teacher do you attribute to your involvement in the program.

- d. What aspects of the teaching consultant's performance did you find helpful and/or not helpful?
- e. What aspects of the teaching consultation process did you find most helpful and/or least helpful?



APPENDIX F

PERSONAL INTERVIEW FORMAT

Before we sit down to talk about your perceptions of the teaching consultation process, I am forwarding the questions I will ask so that you can have some time to reflect on answers before I interview you. The interview is meant to be open-ended so that you can respond as you see fit. I feel that your particular perspective will help in evaluating the longer-term effects of this kind of service and in shaping plans for future faculty development efforts. I really appreciate your help.

As a result of your involvement in the teaching consultation service, do you feel you have changed in any of the following ways? What role did the teaching consultation process play in these changes?

- a. Have your perceptions and awareness of yourself as a teacher changed?
- b. Have your perceptions of students changed? (e.g., student needs, attitudes, learning styles, opinions)
- c. Have your teaching skills, behaviors or style changed in any way as a result of your participation?
- d. Is there any way the service could be improved or are there any other activities you would like to see in the area of faculty development?
- e. Is there anything else you would like to say about the teaching consultation process or your participation in it?

## APPENDIX G

TABULATION AND SUMMARIZATION OF STUDENT  
RESPONSES TO post-TABS QUESTIONNAIRE

## SUBJECT 1

TABS items are followed by % of class responding in each category.

---

Clarity of Presentation:

---

2. The instructor's explanation of the objectives for each class session and learning activity.

70% much or some improvement seen, no or little improvement needed

20% no changes, no improvement needed

10% no change, improvement needed

7. The instructor's skill in making clear the distinction between major and minor topics.

40% much or some improvement seen, no or little improvement needed

10% some improvement seen, improvement needed

20% no change seen, no or little improvement needed

30% no change seen, improvement needed

13. The instructor's ability to answer questions clearly and concisely.

50% much or some improvement seen, no or little improvement needed

30% no change seen, no improvement needed

20% no change seen, improvement needed

18. The instructor's ability to tie things together at the end of a class.

40% much of some improvement seen, no or little improvement needed

10% some improvement seen, improvement needed

30% no change seen, no or little improvement needed

10% no change seen, improvement needed

Evaluation:

4. The instructor's explanation of the work expected from each student.

30% much or some improvement seen, no or little improvement needed

30% much or some improvement seen, improvement needed

20% no change, no improvement needed

10% no change, improvement needed

19. The instructor's explanation of precisely how my performance is to be evaluated.

70% much or some improvement seen, no or little improvement needed

20% no change seen, no or little improvement needed

10% no change seen, improvement needed

21. The instructor's performance in periodically informing me of my progress.

40% much or some improvement seen, no or little improvement needed

10% some improvement seen, improvement needed

40% no change seen, no or little improvement needed

Stimulation of Interest and Involvement:

16. The instructor's skill in facilitating discussions among students as opposed to discussions between the instructor and students.

90% much or some improvement seen, no or little improvement needed

10% no change seen, no improvement needed

33. The instructor's ability to inspire excitement or interest in the content of the course.

50% much or some improvement seen, no or little improvement needed

50% no change seen, no or little improvement needed

35. The instructor's willingness to explore a variety of points of view.

50% much or some improvement seen, no or little improvement needed

50% no change seen, no improvement needed



## SUBJECT 2

TABS items are followed by % of class responding in each category.

---



---

Clarity of Presentation:

7. The instructor's skill in making clear the distinction between major and minor topics.

57% much or some improvement seen, no or little improvement needed

7% some improvement seen, improvement needed

34% no apparent change, no or little improvement needed

2% no apparent change, not necessary skill for course

Evaluation:

4. The instructor's explanation of the work expected from each student.

41% much or some improvement seen, no or little improvement needed

52% no apparent change, no or little improvement needed

7% no apparent change, improvement needed

4% no apparent change, not necessary skill for course

19. The instructor's explanation of precisely how my performance is to be evaluated.

48% much or some improvement seen, no or little improvement needed

9% some improvement seen, improvement needed

40% no apparent change, no or little improvement needed

2% no apparent change, improvement needed

Openness and Rapport:

37. The instructor's performance in helping me to explore the relationship between my personal values and the course content.

41% much or some improvement, no or little improvement needed

11% some improvement seen, improvement needed

25% no apparent change, no or little improvement needed

16% no apparent change, improvement needed

7% no apparent change, not necessary skill for course

Stimulation of Interest and Involvement:

3. The instructor's ability to arouse my interest when introducing an instructional activity.
  - 50% much or some improvement, no or little improvement needed
  - 7% some improvement seen, improvement needed
  - 30% no apparent change, no or little improvement needed
  - 14% no apparent change, improvement needed
15. The instructor's ability to get students to participate in class discussions.
  - 48% much or some improvement seen, no or little improvement needed
  - 27% some improvement seen, improvement needed
  - 2% some improvement seen, not necessary skill for course
  - 14% no apparent change, no or little improvement needed
  - 11% no apparent change, improvement needed
16. The instructor's skill in facilitating discussions among students as opposed to discussions only between the instructor and students.
  - 29% much or some improvements seen, no or little improvement needed
  - 27% some improvement seen, improvement needed
  - 2% some improvement seen, not necessary skill for course
  - 17% no apparent change, no or little improvement needed
  - 20% no apparent change, improvement needed
22. The instructor's selection of materials and activities which are thought-provoking.
  - 55% much or some improvement seen, no or little improvement needed
  - 4% some improvement seen, improvement needed
  - 30% no apparent change, no or little improvement needed
  - 11% no apparent change, improvement needed
24. The instructor's provision of variety in materials and activities.
  - 48% much or some improvement seen, no or little improvement needed
  - 14% some improvement seen, improvement needed
  - 30% no apparent change, no or little improvement needed
  - 9% no apparent change, improvement needed

33. The instructor's ability to inspire excitement or interest in the content of the course.

44% much or some improvement, no or little improvement needed

7% some improvement seen, improvement needed

27% no apparent change, no or little improvement needed

11% no apparent change, improvement needed

## SUBJECT 3

TABS items are followed by % of class responding in each category.

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Clarity of Presentation:

7. The instructor's skill in making clear the distinction between major and minor topics.
- 55% much or some improvement seen, no or little improvement needed
  - 15% some improvement seen, improvement needed
  - 15% no change seen, no or little improvement needed
  - 15% no change seen, improvement needed
8. The instructor's skill in adjusting the rate at which new ideas are covered so that the material can be followed and understood.
- 60% much or some improvement seen, no or little improvement needed
  - 5% some improvement seen, improvement needed
  - 20% no change seen, no or little improvement needed
  - 15% no change seen, improvement needed
9. The instructor's ability to clarify material which needs elaboration.
- 55% much or some improvement seen, no or little improvement needed
  - 10% some improvement seen, improvement needed
  - 15% no change seen, no or little improvement needed
  - 20% no change seen, improvement needed
18. The instructor's ability to tie things together at the end of the class
- 45% much or some improvement seen, no or little improvement needed
  - 15% some improvement seen, improvement needed
  - 20% no change seen, no improvement needed
  - 20% no change seen, improvement needed

Openness and Rapport:

34. The instructor's ability to relate the subject matter to other academic disciplines and real world situations.

40% much or some improvement seen, no or little improvement needed

5% some improvement seen, improvement needed

40% no change seen, no or little improvement needed

15% no change seen, improvement needed

36. The instructor's ability to get students to challenge points of view raised in the course.

30% much or some improvement seen, no or little improvement needed

20% some improvement seen, improvement needed

30% no change seen, no or little improvement needed

15% no change seen, improvement needed

5% no change seen, not necessary skill or behavior for course

Stimulation of Interest and Involvement:

15. The instructor's ability to get students to participate in class discussions.

55% much or some improvement seen, no or little improvement needed

15% some improvement seen, improvement needed

10% no change seen, no improvement needed

25% no change seen, improvement or considerable improvement needed

10% no change seen, not necessary skill or behavior for course

16. The instructor's skill in facilitating discussions among students as opposed to discussions between the instructor and students.

45% much or some improvement seen, no or little improvement needed

15% some improvement seen, improvement needed

10% no change seen, no improvement needed

25% no change seen, improvement needed

5% no change seen, not necessary skill for course

26. The instructor's demonstration of creativity in teaching methods.

50% much or some improvement seen, no or little improvement needed

5% some improvement seen, improvement needed



30% no change seen, no or little improvement needed  
14% no change seen, improvement needed

33. The instructor's ability to inspire excitement or interest in the content of the course.

40% much improvement seen, no improvement needed  
10% some improvement seen, improvement needed  
30% no change seen, no or little improvement needed  
20% no change seen, improvement needed

## SUBJECT 4

TABS items are followed by % of class responding in each category.

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Clarity of Presentation:


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7. The instructor's skill in making clear the distinction between major and minor topics.
  - 64% much or some improvement, no or little improvement needed
  - 14% much or some improvement seen, improvement needed
  - 4% no apparent change, no or little improvement needed
  - 14% no apparent change, improvement needed
  - 4% no apparent change, not necessary skill for course
9. The instructor's ability to clarify material which needs elaboration.
  - 50% much or some improvement seen, no or little improvement needed
  - 14% some improvement seen, improvement needed
  - 9% no apparent change, no or little improvement needed
  - 27% no apparent change, improvement needed
13. The instructor's ability to answer questions clearly and concisely.
  - 40% much or some improvement seen, no or little improvement needed
  - 23% much or some improvement seen, improvement needed
  - 14% no apparent change, no or little improvement needed
  - 23% no apparent change, improvement needed
17. The instructor's ability to wrap things up before moving on to a new topic.
  - 68% much or some improvement seen, no or little improvement needed
  - 4% some improvement seen, improvement needed
  - 14% no apparent change, no or little improvement needed
  - 14% no apparent change, improvement needed

Evaluation:

19. The instructor's explanation of precisely how my performance is to be evaluated.

- 27% much or some improvement seen, no or little improvement needed
- 14% some improvement seen, improvement needed
- 32% no apparent change, no or little improvement needed
- 23% no apparent change, improvement needed
- 4% no apparent change, not necessary skill for course

20. The instructor's ability to design evaluation procedures which are consistent with course goals.

- 36% much or some improvement seen, no or little improvement needed
- 9% some improvement seen, improvement needed
- 32% no apparent change, no or little improvement needed
- 14% no apparent change, improvement needed
- 9% no apparent change, not necessary skill for course

Stimulation of Interest and Involvement:

34. The instructor's ability to relate the subject matter to other academic disciplines and real world situations.

- 59% much or some improvement, no or little improvement needed
- 14% some improvement seen, improvement needed
- 9% no apparent change, no or little improvement needed
- 14% no apparent change, improvement needed
- 4% no apparent change, not necessary skill for course

3. The instructor's ability to arouse my interest when introducing an instructional activity.

- 18% much or some improvement seen, no or little improvement needed
- 36% some improvement seen, improvement needed
- 18% no apparent change, no or little improvement needed
- 18% no apparent change, improvement needed
- 9% no apparent change, not necessary skill for course

15. The instructor's ability to get students to participate in class discussions.

- 27% much or some improvement, no or little improvement needed
- 50% much or some improvement, improvement or considerable improvement needed
- 23% no apparent change, improvement needed

33. The instructor's ability to inspire excitement or interest in the content of the course.

23% much or some improvement, no or little improvement needed

14% some improvement seen, improvement needed

14% no apparent change, no or little improvement needed

45% no apparent change, improvement needed

4% no apparent change, not necessary skill for course

## SUBJECT 5

TABS items are followed by % of class responding in each category.

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Clarity of Presentation:

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7. The instructor's skill in making clear the distinction between major and minor topics.
- 60% much or some improvement seen, no or little improvement needed  
40% no change seen, no or little improvement needed
18. The instructor's ability to tie things together at the end of a class.
- 35% much of some improvement seen, no or little improvement needed  
60% no apparent change, no or little improvement needed  
5% no apparent change, improvement needed

Evaluation:

19. The instructor's explanation of precisely how my performance is to be evaluated.
- 40% much of some improvement seen, no or little improvement needed  
50% no apparent change, no or little improvement needed  
10% no apparent change, improvement needed
20. The instructor's ability to design evaluation procedures which are consistent with course goals.
- 30% much or some improvement seen, no or little improvement needed  
10% some improvement seen, improvement needed  
60% no apparent change, no or little improvement needed
21. The instructor's performance in periodically informing me of my progress.
- 10% much or some improvement seen, no or little improvement needed  
10% much or some improvement seen, improvement needed  
55% no apparent change, no or little improvement needed  
25% no apparent change, improvement needed



Stimulation of Interest and Involvement:

15. The instructor's ability to get students to participate in class discussions.
- 75% much or some improvement, no or little improvement needed
  - 15% no apparent change, no improvement needed
  - 10% no apparent change, improvement needed
22. The instructor's selection of materials and activities which are thought-provoking.
- 40% much or some improvement seen, no or little improvement needed
  - 5% some improvement seen, improvement needed
  - 45% no apparent change, no or little improvement needed
  - 10% no apparent change, improvement needed
24. The instructor's ability to use a variety of teaching techniques.
- 35% much or some improvement seen, no or little improvement needed
  - 5% some improvement seen, improvement needed
  - 45% no apparent change, no or little improvement needed
  - 15% no apparent change, improvement needed
25. The instructor's provision of variety in materials and activities.
- 20% much or some improvement seen, no or little improvement needed
  - 10% some improvement seen, improvement needed
  - 45% no apparent change, no or little improvement needed
  - 25% no apparent change, improvement needed

## SUBJECT 6

TABS items are followed by % of class responding in each category.

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Clarity of Presentation:

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2. The instructor's explanation of the objectives for each class session and learning activity.  
  
88% much or some improvement seen, no or little improvement needed  
3% much improvement seen, improvement needed  
6% no apparent change, no or little improvement needed  
3% no apparent change, improvement needed
7. The instructor's skill in making clear the distinction between major and minor topics.  
  
71% much or some improvement seen, no or little improvement needed  
15% some improvement seen, improvement needed  
6% no apparent change, no improvement needed  
9% no apparent change, improvement needed
8. The instructor's skill in adjusting the rate at which new ideas are covered so that the material can be followed and understood.  
  
59% much of some improvement seen, no or little improvement needed  
9% some improvement seen, improvement needed  
23% no apparent change, no or little improvement needed  
9% no apparent change, improvement needed
9. The instructor's ability to clarify material which needs elaboration.  
  
71% much or some improvement seen, no or little improvement needed  
6% some improvement seen, improvement needed  
21% no apparent change, no or little improvement needed  
3% no apparent change, improvement needed
17. The instructor's ability to wrap things up before moving onto a new topic.  
  
47% much or some improvement seen, no or little improvement needed  
6% some improvement seen, improvement needed

35% no apparent change, no or little improvement needed  
 12% no apparent change, improvement needed

### Evaluation:

21. The instructor's performance in periodically informing me of my progress.

15% much or some improvement seen, no or little improvement needed

53% no apparent change, no or little improvement needed

26% no apparent change, improvement needed

6% no apparent change, not necessary skill for course

### Stimulation of Interest and Involvement:

3. The instructor's ability to arouse my interest when introducing an instructional activity.

44% much or some improvement seen, no or little improvement needed

9% some improvement seen, improvement needed

21% no apparent change, no or little improvement needed

21% no apparent change, improvement needed

6% no apparent change, not necessary skill for course

15. The instructor's ability to get students to participate in class discussions.

53% much or some improvement, no or little improvement needed

3% some improvement seen, improvement needed

26% no apparent change, no or little improvement needed

9% no apparent change, improvement needed

9% no apparent change, not necessary skill for course

33. The instructor's ability to inspire excitement or interest in the content of the course.

47% much or some improvement, no or little improvement needed

6% much or some improvement seen, improvement needed

29% no apparent change, no or little improvement needed

18% no apparent change, improvement needed

25. The instructor's ability to use a variety of teaching techniques.

70% much or some improvement seen, no or little improvement needed

6% some improvement seen, improvement needed

18% no apparent change, no or little improvement needed

3% no apparent change, improvement needed  
3% no apparent change, not necessary skill for course

## SUBJECT 7

TABS items are followed by % of class responding in each category.

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Clarity of Presentation:

7. The instructor's skill in making clear the distinction between major and minor topics.
  - 52% much or some improvement seen, no or little improvement needed
  - 38% some improvement seen, improvement or considerable improvement needed
  - 5% no apparent change, no improvement needed
  - 5% no apparent change, improvement needed
8. The instructor's skill in adjusting the rate at which new ideas are covered so that material can be followed and understood.
  - 67% much or some improvement, no or little improvement needed
  - 9% some improvement seen, improvement needed
  - 5% no apparent change, no improvement needed
  - 14% no apparent change, improvement needed
  - 5% performance is worse, considerable improvement needed
9. The instructor's ability to clarify material which needs elaboration.
  - 81% much or some improvement seen, no or little improvement needed
  - 5% some improvement seen, improvement needed
  - 14% no apparent change, improvement needed
13. The instructor's ability to answer questions clearly and concisely.
  - 52% much or some improvement seen, no or little improvement needed
  - 14% much or some improvement seen, improvement needed
  - 10% no apparent change, no or little improvement needed
  - 24% no apparent change, improvement needed
17. The instructor's ability to wrap things up before moving on to a new topic.
  - 71% much or some improvement, no or little improvement needed



- 10% no apparent change, no or little improvement needed
- 19% no apparent change, improvement needed

#### Evaluation:

21. The instructor's performance in periodically informing me of my progress.
  - 14% much or some improvement seen, no or little improvement needed
  - 24% no apparent change, no or little improvement needed
  - 53% no apparent change, improvement needed
  - 10% no apparent change, not necessary skill for course
4. The instructor's explanation of the work expected from each student.
  - 57% much or some improvement seen, no or little improvement needed
  - 14% no apparent change, no or little improvement needed
  - 27% no apparent change, improvement needed

#### Stimulation of Interest and Involvement:

32. The instructor's maintenance of an atmosphere which actively encourages learning.
  - 52% much or some improvement seen, no or little improvement needed
  - 24% some improvement seen, improvement needed
  - 5% no apparent change, little improvement needed
  - 19% no apparent change, improvement needed
15. The instructor's ability to get students to participate in class discussions.
  - 62% much or some improvement seen, no or little improvement needed
  - 10% some improvement seen, improvement needed
  - 1% no apparent change, no or little improvement needed
  - 19% no apparent change, improvement needed
33. The instructor's ability to inspire excitement or interest in the content of the course.
  - 57% much or some improvement seen, no or little improvement needed
  - 5% some improvement seen, improvement needed
  - 14% no apparent change, no or little improvement needed
  - 24% no apparent change, improvement or considerable improvement needed

## APPENDIX H

RESPONSES TO THE FACULTY  
SELF-REPORT QUESTIONNAIRE

## RESPONSES TO CLOSE-ENDED QUESTIONS

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1. When suggesting possible improvement activities, the teaching consultant was adequately sensitive to my personal style, responsibilities, and specific instructional problems.

7 Strongly agree  
     Agree  
     Disagree  
     Strongly disagree  
     Undecided or no opinion

2. The teaching consultant was receptive and supportive of my suggestions as we planned improvement activities.

7 Strongly agree  
     Agree  
     Disagree  
     Strongly disagree  
     Undecided or no opinion

3. I invested as much time and energy in planning and implementing improvement activities as was possible for me during this time.

1 Strongly agree  
6 Agree  
     Disagree  
     Strongly disagree  
     Undecided or no opinion

4. The teaching consultant was of help to me as I tried to implement and assess improvement activities.

7 Strongly agree  
     Agree  
     Disagree  
     Strongly disagree  
     Undecided or no opinion

5. Overall, I believe that the improvement activities which I tried helped me improve my teaching.

6 Strongly agree  
1 Agree  
     Disagree  
     Strongly disagree  
     Undecided or no opinion

6. \*How useful was each of the following teaching improvement suggestions or activities? (to be listed by the teaching consultant)

For each of the improvement activities write in one of the following:

1 - very useful                      2 = somewhat useful                      3 = not useful

- a)  
       b)  
       c)  
       d)  
       e)

7. Please indicate your judgment of the value of each type of data for indicating changes in your teaching or for determining whether additional improvement efforts are needed.

For each type of data, please write in one of the following:  
 1 = very useful                      2 = somewhat useful                      3 = not useful

6(1) 1(2) my own assessment and sense of change  
5(1) 2(2) videotape of my teaching  
6(1) 1(2) students' responses to post-TABS items  
7(1) discussions with the teaching consultant  
6(1) 1(2) final interview

8. Overall, I found the teaching consultation process useful and worth my time and effort.

  7   Strongly agree  
       Agree  
       Disagree  
       Strongly disagree  
       Undecided or no opinion

9. I would recommend the teaching consultation service to my colleagues.

  7   Strongly agree  
       Agree  
       Disagree  
       Strongly disagree  
       Undecided or no opinion

10. Please rate the extent to which participation in the process contributed to your growth in the following areas.

For each item, write the number of the response that best applies:

- (1) - contributed a great deal      (3) - no contribution  
(2) - contributed somewhat      (4) - was detrimental

- 7(1) awareness of my feelings, attitudes and values as a teacher  
7(1) awareness of students' attitudes and/or needs  
6(1) 1(2) awareness of my teaching behavior and style in the classroom  
6(1) 1(2) awareness of my strengths and limitations as a teacher  
7(1) awareness of possibilities for my growth and improvement as a teacher

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\* Each of the subjects engaged in 3 to 5 improvement activities designed to fit his or her own improvement goals. Although their individual activities varied, a total of 35 activities or strategies were suggested to the group. Faculty judged 27 of the activities to be very useful, 8 to be somewhat useful, and 0 were judged not useful.



## SUBJECT 1

My overall impression is that the teaching consultation process was very worthwhile and I would recommend it highly to any faculty member with a real interest in teaching and a desire for greater self-awareness. Although there were specific skills I gained as a result of the process, the greatest gain for me was in making me thoroughly aware of what I was unaware of before--how I present myself and my content and how I interact with students. Some insights gave me new knowledge about myself while some just deepened or broadened dimensions of previous knowledge that had been on the edge of consciousness before.

I always felt that I was aware of student needs and took those needs into consideration. This process has really made me conscious of students and their needs to a much greater degree. A reflection on my teaching style and how it relates to my students' learning styles helped me to see why some students had problems adapting to my class format and instructional style. I feel that I now see students from an unglazed perspective--I feel confident that I can maintain that sort of perspective as a result of the process I've been through.

I've made some changes in behaviors as a result of the process--ones I feel are significant. I've worked on strengthening my presentation--particularly the introduction and closure. I have improved the quality of student participation through some experimenting with discussion techniques and questioning skills. Also, Mary Deane and I have done some work on my testing and evaluation criteria.

I find I am more accepting of my own strengths and weaknesses as a teacher. I am comfortable with most traits--uncomfortable with others. But the difference now is there is no longer a feeling of helplessness. I can now change--I have changed--that feeling is foremost.

Although my behavior has changed as a result of the program, I feel it is important to point out that the changes have not been a matter of taking on a style that is foreign or artificial to me, but rather of adapting aspects of my present teaching style to achieve greater effectiveness. One of the nice things about Mary Deane's approach is that she reinforces the positive aspects of your style and works within the style and method that is most comfortable for you as a teacher. I never felt she imposed little teaching tricks or methods on me. She sensed what suited my personal style and worked with me to develop that style to its fuller potential. Our

discussions were not only helpful, they were interesting and stimulating exchanges that kept me thinking about my teaching.

I not only enjoyed the teaching consultation process, but I appreciate having had the opportunity to participate in it. I hope my approval, as well as the approval of my colleagues will keep the program operating on this campus. I would also hope that the obvious surface changes in methods and behaviors of teachers are not the only indication used by the program evaluators when assessing the worth of the program. I am not sure the obvious changes are the best measure of the effectiveness or success of the program, at least in my case. Even if I had not learned anything new at all, the heightened self-awareness I gained would alone have made my participation in the process well worth my time and effort.

## SUBJECT 2

What universities must realize is the faculty, by and large, have no real training in teaching techniques. (It apparently must be true that up until high school teachers need special training, but after, students somehow are different, since college instructors need no instruction on classroom teaching.)

My interest in such a program was to see if I could make classes more varied--to be interesting to me--and, then to students. I don't think I was particularly bad, but I realized I had some rough spots.

The program, through observation and feedback, made me more conscious of what I was doing from day to day in my teaching. This in itself, made me plan possible student questions before class--so, when asked, I was better prepared to answer. Areas that I thought were good--positive reinforcement of students for example--I saw later to be in need of improvement. (I couldn't have perceived this without an outside party.) I definitely will work on activities in the class--other than lectures--where they fit. My perceptions previously were that students would think case studies or group inquiry as simple-minded, not academic, etc. I now do see a value in these, properly spaced.

I would like more videotaping--not to show changes--since these would be quite subtle--but just to have the instructor see what he does in the classroom. This is an eye-opener!

I was worried that the consultant might not be willing to confront me with my limitations, but this was needless. Whatever the approach was, the limitations made themselves apparent to me through discussions with her--without any sense of threat or sugarcoating. This worked well.

As I have mentioned before, I felt my pace was slower in the course but feel this can be rectified in the future. I became a bit too worried--with the result that I misperceived the timing of the semester. I think I did correct it later in the semester, though.

### SUBJECT 3

I'm not sure that I can separate myself as a teacher from myself as other things, or as a complete person. Seeing oneself on videotape presents a total impression that is not likely to be confined to the teaching role. However, as a result of participating in the teaching consultation process, I have become more confident of my teaching strengths and weaknesses. I have always received a great deal of satisfaction from teaching, but I was never sure that I was an effective teacher, and I knew I needed improvement in some areas. Now I am more confident of those areas in which I had suspected I was adequate and am working to improve areas of weakness. I found that, as a teacher, I can learn specific skills and techniques to help me become more effective; this, in turn, has made teaching even more of an exciting challenge.

I think I have changed in the ways I organize and lead class discussion and in the methods I use to provide interest and variety in class. The teaching improvement consultant provided me with valuable insights and information on techniques of asking questions, stimulating effective group work, and learning cell methods; all have proven effective in initial trials and I plan to adapt these methods in future teaching. With these techniques my students did participate more in class work, their work in general improved, and we were all more satisfied with classes.

As a result of being in the program, I learned a good deal about and from my students. I learned that many of my students need specific help in perceiving the relationship of various ideas presented in class; they need constantly to be aware of sequence and closure in the progress of individual classes and the course as a whole. I also learned that the learning styles of the students in my classes ranged broadly, and that a flexible course is the best way to accommodate the many



learning styles. (Reflection on learning styles gave me additional insights into my teaching style at the same time.) I found, also, that many students, even in the introductory course, have a great deal to contribute; I learned that I must become a better listener.

The teaching consultant was helpful in many ways, but I particularly appreciated the systematic gathering of information, through discussion, and frequent oral and written summaries of what we had discussed. The consultant was able to focus effectively on several areas for improvement, enabling me to concentrate my attention and effort on those areas of greatest problem, rather than perhaps attempting too much and becoming discouraged. The personal tact and sensitivity of the consultant added much to making the process a positive one.

I would certainly recommend this program to my peers, have done so, and will continue to do so. I know colleagues who are struggling with specific teaching problems without realizing that resources are available for help. I will suggest they consider this program. I think the present teaching consultation service should be expanded so that more faculty members can profit from it. I know that technical support for the program is inadequate; during the time I was participating the consultant had to cope with poor video equipment and slow service from the computer services. More support from the campus should be given to this endeavor.

#### SUBJECT 4

Subject 4 responded to the open-ended questions by attaching a letter sent to the administration from him and two other members of his department. It is transcribed here in full.

During the past year, several members of this Department have been fortunate enough to take part in the Teaching Effectiveness Program under the direction of Mrs. Mary Deane Sorcinelli. Those of us who participated in the program are strongly of the opinion that our teaching effectiveness has indeed shown a measurable improvement with Mrs. Sorcinelli's help.

We feel that any college instructor, in any discipline and at virtually any level of present teaching ability, could benefit from participation in a program of this type, provided that it was under the direction of a person with the sympathetic attitude and conscientious character that we found in Mrs. Sorcinelli, who worked with us

diligently to help us identify our strengths and problems as teachers, and who spent a great deal of time with each of us and with our students in order to observe and measure the effects of different variations and emphases in our teaching techniques. The actual methods chosen by Mrs. Sorcinelli to implement the program are of a practical nature, easily translated into use, and have been accepted with enthusiasm by the instructors involved as well as by their students.

Since it is an accepted fact that teaching is the most important single function of the University, and since Mrs. Sorcinelli has demonstrated that her program can significantly improve teaching effectiveness, I urge you, in the strongest terms, with the unequivocal support of this department, to do all you can to retain Mrs. Mary Deane Sorcinelli in her present position on our staff.

(I might add that, if our present budget constraints make it difficult to support the cost of the program, relatively small as it is, we might do well to suggest a cooperative Teachers' Effectiveness Program, under the direction of Mrs. Sorcinelli or some equally competent person, to other institutions in this area.)

#### SUBJECT 5

Subject 5 did not respond to the open-ended questions, stating that time was a factor and he preferred to express himself verbally, in an interview format.

#### SUBJECT 6

This being my first year of teaching, I needed some guidelines in learning whether my teaching was effective and the program brought to light many of my strengths and problems as an instructor. There were certain areas that I considered to be strengths, but I needed confirmation since I hadn't taught before. That confirmation and increased awareness of myself as a teacher was realized through the various activities involved in the program. Equally important, the program made me aware of areas that needed improvement. Clarity of major and minor points and an introduction to the lectures were areas that needed considerable improvement and I think the suggestions presented by Mary Deane had highly favorable results.



The program helped me in understanding that the students need to know which are the important concepts in the course. This is especially important when the textbook is not adequate, as was the case. I also found out that it doesn't take much to confuse the students. By giving them an outline (verbal or written) of the lecture material, they seemed to have a better idea of where I was headed on that particular day. I learned to pace myself more to the needs of the students, making sure they understood a concept before moving on to a new one.

Many suggestions that were made throughout the semester were helpful. Mary Deane was available and willing to answer my questions regarding the program and my classroom techniques. I was always pleased with our discussions, considering them to be very thought-provoking and fruitful. The use of the questionnaires completed by the students were also very useful. It gave both of us more insight as to the students' needs, learning styles and perspectives on my teaching.

In conclusion, it was a worthwhile endeavor for me to participate in this program and I sincerely feel that much was accomplished during the semester. Perhaps some of these improvements would not have been made for several years, however, I'm glad I had the opportunity to make them now. Many of the questions asked in the first sessions (feelings about teaching, students, etc.) were better answered by my participating in the process, which allowed me to truly examine and think about my teaching.

#### SUBJECT 7

As a result of this process I learned that: some of the simple mechanics of teaching needed more attention on my part; that by some minor changes, there could be a noticeable improvement in my course from the students' standpoint; and that there are some very interesting new teaching strategies which I could comfortably adopt.

My involvement in this project has resulted in a greater effort to promote student participation, to summarize and tie together the main concepts of a chapter or session and to promote student interest. I am also considering ways to improve my testing procedures. Finally, I found there was a rise in my own level of enthusiasm for teaching.

Increased attention is now given to summarizing my lectures and to constructing tests that will reward students

for studying the materials given them. I am also trying a form of the learning cell idea.

I gained additional perspective on the fact that my students often have needs similar to my own and that when they are not performing up to expectations, it may be due to the fact that I am not meeting certain of their needs.

Mary Deane helped me to pursue my own interests and perceived needs in teacher improvement, and we both shared the creative role. She proved to be well-informed and tactful in pointing toward new areas of potential interest; her conduct was pleasant, intelligent and supportive--never threatening.

I have already recommended this program to my peers for the following reasons: i) This program affords an excellent opportunity to gain additional insights and knowledge about the art of teaching and about one's own performance (through interview, videotape, student's evaluations and discussions with an impartial teaching consultant); ii) The program helps the instructor to keep certain objectives in mind, thus helping him to sustain the effort that may be required to attain those objectives; iii) The program, as administered by Mary Deane Sorcinelli, has real potential for helping teachers enjoy their work even more, through exchange of ideas, directed reading, critical and creative thinking, new experiments and new successes.

I enjoy operating in an environment where interest in teaching effectiveness is cultivated and shared. Perhaps a workshop where professors could observe and challenge one another would be useful to this end.

Additional comment: Writing this evaluation has been a good follow-up activity.

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